

PRINCIPLES OF BUSINESS AND MARKETING

36 Week Course
(BUS 6115)



Curriculum

2010 - 2011

Business and Information Technology
Suffolk Public Schools

Principles of Business and Marketing

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Principles of Business and Marketing (36 Weeks)
BUS 6115
2010-2011

Grade Level: 09-10
Prerequisite: None

Course Description Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated to provide a strong background as students prepare to make sound decisions as consumers, wage earners, and citizens. The real-world impact of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career development skills and explores career options.

Textbooks: Egglund, Steven, A.; Dlabay, Les R.; Burrow, James L.; Ristau, Robert A.
Intro to Business, Fourth Edition, South-Western Educational Publishing 2000. (NRHS)
ISBN: 0-538-69146-8
(Textbook Price \$50.00)

Dlabay, Les R.; Burrow, James L.; Kleindl, Brad
Intro to Business, Fifth Edition. (LHS & KFHS)
ISBN: 0-538-445610
(Textbook Price \$50.00)

Security First Bank Simulation, 4th edition, Sargent & Wood
South-Western Publishing Company
ISBN: 0-538-43187-3
(Textbook Price \$23.00)

Egglund, Steven, A.; Dlabay, Les R.; Burrow, James L.; Ristau, Robert A.
Intro to Business Activities and Projects Units 1-12, 2000.
ISBN: 0-538-69298-7
(Textbook Price \$29.00)

Grading Scale: A six letter grading key is used to report scholastic progress in the following ranges:

A	(94-100)	Outstanding progress, superior work
B	(86-93)	Good, better than average progress
C	(78-85)	Average progress
D	(70-77)	Poor, but passing

F (69-Below) Unsatisfactory
I Incomplete, work must be made up

**Grading
Percentages:**

Daily/Classwork	-	65%
Tests/Quizzes		20%
Timed Writings	-	15%

Principles of Business and Marketing (6115)

Course Outline 2010-2011

FIRST NINE WEEKS

First Nine Weeks—Chapters 1-5; 10-11

- **Business in the Global Economic Environment**
- **Business Operations and Technology**

36 weeks	Principles of Business and Marketing TASKS/COMPETENCIES	
	Workplace Readiness Skills: Personal Qualities and People Skills	
•	001	Demonstrate positive work ethic.
•	002	Demonstrate integrity.
•	003	Demonstrate teamwork skills.
•	004	Demonstrate self-representation skills.
•	005	Demonstrate diversity awareness.
•	006	Demonstrate conflict-resolution skills.
•	007	Demonstrate creativity and resourcefulness.
•	Workplace Readiness Skills: Professional Knowledge and Skills	
•	008	Demonstrate effective speaking and listening skills.
•	009	Demonstrate effective reading and writing skills.
•	010	Demonstrate critical-thinking and problem-solving skills.
•	011	Demonstrate healthy behaviors and safety skills.
•	012	Demonstrate an understanding of workplace organizations, systems, and climates.
•	013	Demonstrate lifelong-learning skills.
•	015	Demonstrate time, task, and resource-management skills.
•	016	Demonstrate job-specific mathematics skills.
•	Workplace Readiness Skills: Technology Knowledge and Skills	
•	019	Demonstrate information technology skills.
	020	Demonstrate an understanding of Internet use and security issues.

•	021	Demonstrate telecommunications skills.
•	Addressing Elements of Student Life	
•	030	Identify the purposes and goals of the student organization.
•	031	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
•	032	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
•	033	Identify Internet Safety issues and procedures for complying with acceptable use standards.
•	Understanding the Role of Economics in a Global Economy	
•	034	Identify the differences between wants and needs.
•	035	Identify the three basic economic questions answered by any economy.
•	036	Distinguish among the factors of production.
•	037	Explain the relevance of scarcity to economics.
•	038	Describe the decision-making process.
•	039	Identify characteristics of free enterprise.
•	040	Explain the impact of supply and demand on a free enterprise system.
•	041	Compare the American economic system with other economic systems.
•	042	Explain the impact of emerging economies on the global market.
•	043	Identify measurements/indicators of economic activity.
•	044	Describe problems and benefits of world trade.
	Exploring the Core Concepts of Business and Marketing	
•	045	Compare major types of business ownership.
•	046	Identify the functions of management.
•	047	Compare the types of leadership styles.
•	048	Explain the marketing concept.
•	049	Describe the marketing functions and their importance.
•	050	Explain how market segmentation is used to identify a target market.
•	051	Determine the social and environmental responsibilities of a business to the community and of the community to a business.
•	052	Describe the elements of the marketing mix.

•	053	Describe the steps of the selling process.
Investigating Technological Trends in Business and Marketing		
•	054	Explain the impacts of technology on employment, business operations, and global activities.
•	055	Explain the impacts of electronic commerce on business and marketing.
Examining All Aspects of Industry		
•	022	Examine planning at the level of both an individual business and the overall industry. Examine planning at the level of both an individual business and the overall industry.
•	023	Explain management in terms of methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.
Writing Across the Curriculum		
		Write a paragraph giving your interpretation of work ethics.

SECOND NINE WEEKS

Second Nine Weeks—Chapters 7, 8, 12, 13 and 14

- **Business Organization and Management**
- **Business Operations and Technology**

Developing Communication and Interpersonal Skills		
•	056	Describe communication media used in the business/marketing workplace.
•	057	Differentiate between professional and personal communication.
•	058	Identify ethical and unethical business practices.
•	059	Demonstrate listening and speaking skills important in the workplace.
•	060	Explain the importance of nonverbal communication in the workplace.
	061	Describe the impact of cultural diversity on business communication.
•	062	Explain the importance of teamwork in the workplace.

	Making Consumer Choices	
•	063	Identify rights and responsibilities of consumers.
•	064	Identify major consumer protection agencies and their purposes.
•	065	Identify methods of resolving a variety of consumer complaints.
•	066	Identify the elements of a valid contract.
•	067	Explain the importance of product labeling.
•	068	Describe the impact of consumer motives on purchasing choices.
•	069	Determine the best buy among products and services.
•	070	Identify the major types of consumer taxation.
•	071	Complete personal income tax forms.
•	072	Compute gross and net pay.
•	074	Identify the purposes and major types of insurance.
Examining All Aspects of Industry		
•	024	Examine finance in regard to ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.
•	025	Describe technical and production skills that cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs
Writing Across the Curriculum		
Write a paragraph on the importance of nonverbal communication.		

THIRD NINE WEEKS

Third Nine Weeks—Chapters 15, 16, and 17

- **Personal Financial Management**
- **Credit in Our Economy**

	Explain Tech Prep Articulation Agreement	
•	073	Identify savings and investment opportunities and their importance.
•	075	Identify basic banking services

•	076	Maintain checking and saving accounts.
•	077	Manage a budget.
•	078	Identify the elements of creditworthiness.
•	079	Compare the types of consumer credit.
•	080	Describe the advantages and disadvantages of consumer credit.
•	081	Explain the importance of credit reports.
•	074	Identify the purposes and major types of insurance.
Examining All Aspects of Industry		
•	026	Examine the underlying principles of technology that provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.
•	027	Examine labor issues in terms of worker rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles.
Writing Across the Curriculum		
Write a one page paper describing the advantages and disadvantages of consumer credit.		

FOURTH NINE WEEKS

Fourth Nine Weeks—Chapters 18 -20, 6 and 9

- **Personal Financial Management**
- **Simulation**
- **All Aspects of Industry**

Developing Employability Skills		
•	082	Assess individual interests and aptitudes.
•	083	Explore careers in business and marketing. (Incorporate Kuder and VA Career View)
•	084	Identify sources of employment information.
•	085	Prepare a résumé.
•	086	Write a letter of application/cover letter.

•	087	Complete an employment application form.
•	088	Participate in a mock employment interview.
	089	Design a portfolio, including résumé format suitable for online posting.
•	090	Prepare an interview follow-up/thank-you letter.
•	091	Identify characteristics of successful workers.
•	092	Identify the steps to follow in applying for a promotion.
•	093	Identify the steps to follow in resigning from a position.
Workplace Readiness Skills		
•	014	Demonstrate job acquisition and advancement skills.
•	017	Demonstrate customer service skills.
•	018	Demonstrate proficiency with technologies common to a specific occupation.
Examining All Aspects of Industry		
•	028	Describe community issues in terms of the impact of the industry on the community and the community's impact on and involvement with the industry.
•	029	Examine concepts of health, safety, and environmental issues in relation to both the workers and the larger community. Examine concepts of health, safety, and environmental issues in relation to both the workers and the larger community.
Writing Across the Curriculum		
Write a research paper on two career choices using the template given by an instructor.		

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Industry Credentialing

The Carl D. Perkins Career and Technical Education Act of 2006, Technical Skills Performance Standard (2S1) requires that student attainment of career and technical skill proficiencies, including student achievement on technical assessments, are aligned with industry-recognized standards and that these standards be measured through state-approved assessments.

The industry credentialing initiative encourages students to work toward earning an industry certification, achieving a state licensure, or passing an occupational competency assessment while pursuing a high school diploma. Students who earn a credential ***and*** complete a Career and Technical Education program may earn up to two student-selected verified credits to meet high school graduation requirements as defined by the Virginia Department of Education.

In order for students to use approved credentials for student-selected verified credit, their career and technical education teachers must achieve at least one credential that is “targeted for instruction” in the courses they teach. Since 2004, The Virginia Department of Education continues to provide training for career and technical education instructors in earning certification or licensure in selected areas. These certifications help career and technical education teachers become better qualified to teach current market skills and allow teachers to provide students the opportunity to obtain student-selected verified credits.

A credential is defined as:

- a complete industry certification program (Example: Certified Nursing Assistant--CNA).
- a pathway examination that leads to a completed industry certification, (Examples: National Professional Customer Service, AutoCAD, Microsoft Certification Application Specialist also referred to as Microsoft Office 2007)
- a state-issued professional license (Examples: Cosmetology and Emergency Medical Technician)
- an occupational competency assessment, (Example: Technical Skill Assessments from the National Occupational Competency Institute referred to as NOCTI).

Students who complete a career and technical education program sequence ***and*** pass an examination or occupational competency assessment in a career and technical education field that confers certification; ***or*** earn an occupational competency credential from a recognized industry, trade, or professional organization; ***or*** acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for

- the student-selected verified credit ***and***
- either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

The Virginia State Board of Education approves for student-selected verified credit only those credentials that meet the following criteria:

- They must prepare students for an occupation or occupational area.
- They must be knowledge-based, as opposed to performance-based. Credentials may contain a performance-based component, but it is not required.
- They must be in a career and technical education field that confers a credential from a recognized industry, trade, or professional association or entity.
- They must be administered on a multi-state or international basis.
- They must be standardized and graded independent of the school in which the test is given.

Virginia continues to be a national leader in aligning career and technical education programs with business and industry expectations. Students who earn one or more external credentials have a distinct advantage in entering their chosen field of employment and/or in continuing their career preparation through higher education.

Program Benefits

Student success on industry credentialing assessments will be used to determine where programs need improvement at the state level and local school division level. Program improvement may be addressed through curriculum changes, professional development for teachers, and/or new instructional methods and strategies.

Benefits to Students

Students who earn (pass) an industry credential have:

- a “value-added” component when competing in today’s job market
- a record of achievement in meeting industry standards while in high school
- the option of using the credential as a high school student-selected verified credit; can receive verified credit in replacement of one elective SOL if they pass the Brainbench AutoCAD certification test in addition to two (2) Design & Drawing courses.
- documentation of evidence that the student has completed advanced educational preparation by verifying competency in career and technical education skill areas in demand by business and industry
- increased job opportunities for advancement in a chosen career path
- enhanced self-esteem through achieving national occupational competency standards recognized by business and industry
- earned the right to use the Brainbench logo on their resumé to verify that they have met the included competencies in AutoCAD

**Principles of Business and Marketing
All Aspects of Industry
2010 - 2011**

AAI Integrated into All CTE Courses: Unspecified Number of weeks	Teaching Virginia's All Aspects of Industry TASKS/COMPETENCIES	
	Teaching Virginia's All Aspects of Industry	
•	022	Examine planning at the level of both an individual business and the overall industry.
•	023	Explain management in terms of methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.
•	024	Examine finance in regard to ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.
•	025	Describe technical and production skills that cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs.
•	026	Examine the underlying principles of technology that provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.
•	027	Examine labor issues in terms of worker rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles.
•	028	Describe community issues in terms of the impact of the industry on the community and the community's impact on and involvement with the industry.
•	029	Examine concepts of health, safety, and environmental issues in relation to both the workers and the larger community.

Principles of Business and Marketing

2010-2011

The New Workplace Readiness for the Commonwealth

Note: All 21 tasks are required/essential.

Workplace Readiness Skills: Personal Qualities and People Skills

- 001 Demonstrate positive work ethic.
- 002 Demonstrate integrity.
- 003 Demonstrate teamwork skills.
- 004 Demonstrate self-representation skills.
- 005 Demonstrate diversity awareness.
- 006 Demonstrate conflict-resolution skills.
- 007 Demonstrate creativity and resourcefulness.

Workplace Readiness Skills: Professional Knowledge and Skills

- 008 Demonstrate effective speaking and listening skills.
- 009 Demonstrate effective reading and writing skills.
- 010 Demonstrate critical-thinking and problem-solving skills.
- 011 Demonstrate healthy behaviors and safety skills.
- 012 Demonstrate an understanding of workplace organizations, systems, and climates.
- 013 Demonstrate lifelong-learning skills.
- 014 Demonstrate job acquisition and advancement skills.
- 015 Demonstrate time, task, and resource-management skills.
- 016 Demonstrate job-specific mathematics skills.
- 017 Demonstrate customer-service skills.

Workplace Readiness Skills: Technology Knowledge and Skills

- 018 Demonstrate proficiency with technologies common to a specific occupation.
- 019 Demonstrate information technology skills.
- 020 Demonstrate an understanding of Internet use and security issues.
- 021 Demonstrate telecommunications skills.

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Workplace Readiness Lessons

1st Nine Weeks

What is a Work Ethics?

2nd Nine Weeks

Positive Attitude Linked Teamwork

3rd Nine Weeks

Keeping Yourself on Track

4th Nine Weeks

Peer Interviews

Principles of Business and Marketing (36 Weeks)

BUS 6115

2010-2011

Writing Across the Curriculum

1st Nine Weeks

Write a paragraph giving your interpretation of work ethics.

2nd Nine Weeks

Write a paragraph on the importance of nonverbal communication.

3rd Nine Weeks

Write a one-page paper describing the advantages and disadvantages of consumer credit.

4th Nine Weeks

Write a research paper on two career choices using the template given by an instructor.

Business and Information Technology Writing Rubric

***Modify as needed**

Score	1	2	3	4
Layout/Design	Letter is unattractive or inappropriate. Text is difficult to read. It does not have proper grammar or punctuation for a business letter.	Letter appears busy or boring. Text may be difficult to read. May have some grammar and/or punctuation that indicate it is a business letter.	The letter is eye-catching and attractive. Text is easy to read. Grammar, style, and punctuation are indicative of a business letter.	The letter is creatively designed with easily read text Grammar, style, and purpose all excellent for a business letter.
Information, Style, Audience, Tone	Information is poorly written, inaccurate, or incomplete.	Some information is provided, but is limited or inaccurate.	Information is well written and interesting to read.	Information is accurate and complete, is creatively written, and is cleverly presented.
Accurate Parts of the Friendly Letter	Improper form is used.	Most business letter elements out of place or missing.	Some business letter elements may be missing.	Letter is complete with all required elements.
Grammar, Punctuation, and choice of words for the Friendly Letter	Grammar, punctuation, and choice of words poor for a business letter.	Information mislabeled or missing. Inaccurate punctuation or grammar.	Style, purpose, audience, grammar, and punctuation all fair and indicative of a business letter.	Excellent job on presentation, style, grammar, and punctuation.
Following Classroom Guidelines and Directions	Students are often out of their area without permission and are disruptive to the class.	Students occasionally leave area without permission.	Students stay in their area and talk quietly to their own partner only.	Students are always on task, stay in their own area, and work quietly. Students followed project directions and classroom directions.
Suggested Point Scale	Heading (15 points)	Inside Address (5 points)	Greeting (10 points)	Body (40 points)
	Closing (10 points)	Signature (10 Points)	Other	Total points _____

Principles of Business and Marketing (36 Weeks)
2010-2011
BUS 6115

Tasks/Competencies List

6115 co-op not available 36 weeks	<p>Principles of Business and Marketing TASKS/COMPETENCIES</p>
	Workplace Readiness Skills: Personal Qualities and People Skills
•	001 Demonstrate positive work ethic.
•	002 Demonstrate integrity.
•	003 Demonstrate teamwork skills.
•	004 Demonstrate self-representation skills.
•	005 Demonstrate diversity awareness.
•	006 Demonstrate conflict-resolution skills.
•	007 Demonstrate creativity and resourcefulness.
	Workplace Readiness Skills: Professional Knowledge and Skills
•	008 Demonstrate effective speaking and listening skills.
•	009 Demonstrate effective reading and writing skills.
•	010 Demonstrate critical-thinking and problem-solving skills.
•	011 Demonstrate healthy behaviors and safety skills.
•	012 Demonstrate an understanding of workplace organizations, systems, and climates.
•	013 Demonstrate lifelong-learning skills.
•	014 Demonstrate job acquisition and advancement skills.
•	015 Demonstrate time, task, and resource-management skills.
•	016 Demonstrate job-specific mathematics skills.
•	017 Demonstrate customer-service skills.
	Workplace Readiness Skills: Technology Knowledge and Skills
•	018 Demonstrate proficiency with technologies common to a specific occupation.
•	019 Demonstrate information technology skills.
•	020 Demonstrate an understanding of Internet use and security issues.
•	021 Demonstrate telecommunications skills.
	All Aspects of Industry
•	022 Examine planning at the level of both an individual business and the overall industry.
•	023 Explain management in terms of methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.

•	024	Examine finance in regard to ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.
•	025	Describe technical and production skills that cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs.
•	026	Examine the underlying principles of technology that provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.
•	027	Examine labor issues in terms of worker rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles.
•	028	Describe community issues in terms of the impact of the industry on the community and the community's impact on and involvement with the industry.
•	029	Examine concepts of health, safety, and environmental issues in relation to both the workers and the larger community.
Addressing Elements of Student Life		
•	030	Identify the purposes and goals of the student organization.
•	031	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
•	032	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
•	033	Identify Internet safety issues and procedures for complying with acceptable use standards.
Understanding the Role of Economics in a Global Economy		
•	034	Identify the differences between wants and needs.
•	035	Identify the three basic economic questions answered by any economy.
•	036	Distinguish among the factors of production.
•	037	Explain the relevance of scarcity to economics.
•	038	Describe the decision-making process.
•	039	Identify characteristics of free enterprise.
•	040	Explain the impact of supply and demand on a free enterprise system.
•	041	Compare the American economic system with other economic systems.
	042	Explain the impact of emerging economies on the global market.
•	043	Identify measurements/indicators of economic activity.
	044	Describe problems and benefits of world trade.
Exploring the Core Concepts of Business and Marketing		
•	045	Compare major types of business ownership.
•	046	Identify the functions of management.
	047	Compare the types of leadership styles.
•	048	Explain the marketing concept.
•	049	Describe the marketing functions and their importance.
	050	Explain how market segmentation is used to identify a target market.
	051	Determine the social and environmental responsibilities of a business to the

		community and of the community to a business.
•	052	Describe the elements of the marketing mix.
•	053	Describe the steps of the selling process.
		Investigating Technological Trends in Business and Marketing
•	054	Explain the impacts of technology on employment, business operations, and global activities.
•	055	Explain the impacts of electronic commerce on business and marketing.
		Developing Communication and Interpersonal Skills
•	056	Describe communication media used in the business/marketing workplace.
•	057	Differentiate between professional and personal communication.
•	058	Identify ethical and unethical business practices.
•	059	Demonstrate listening and speaking skills important in the workplace.
•	060	Explain the importance of nonverbal communication in the workplace.
	061	Describe the impact of cultural diversity on business communication.
•	062	Explain the importance of teamwork in the workplace.
		Making Consumer Choices
•	063	Identify rights and responsibilities of consumers.
•	064	Identify major consumer protection agencies and their purposes.
•	065	Identify methods of resolving a variety of consumer complaints.
	066	Identify the elements of a valid contract.
•	067	Explain the importance of product labeling.
•	068	Describe the impact of consumer motives on purchasing choices.
•	069	Determine the best buy among products and services.
•	070	Identify the major types of consumer taxation.
•	071	Complete personal income tax forms.
•	072	Compute gross and net pay.
•	073	Identify savings and investment opportunities and their importance.
•	074	Identify the purposes and major types of insurance.
•	075	Identify basic banking services.
•	076	Maintain checking and saving accounts.
	077	Manage a budget.
•	078	Identify the elements of creditworthiness.
•	079	Compare the types of consumer credit.
•	080	Describe the advantages and disadvantages of consumer credit.
•	081	Explain the importance of credit reports.
		Developing Employability Skills
•	082	Assess individual interests and aptitudes.
•	083	Explore careers in business and marketing.
•	084	Identify sources of employment information.
•	085	Prepare a résumé.

•	086	Write a letter of application/cover letter.
•	087	Complete an employment application form.
•	088	Participate in a mock employment interview.
•	089	Design a portfolio, including résumé format suitable for online posting.
•	090	Prepare an interview follow-up/thank-you letter.
•	091	Identify characteristics of successful workers.
•	092	Identify the steps to follow in applying for a promotion.
•	093	Identify the steps to follow in resigning from a position.

**2010/2011 Student Competency Record
Principles of Business and Marketing
6115 (co-op not available) - 36 weeks**

_____ Student	_____ School Year
_____ School	_____ Teacher Signature

Traditional letter or numerical grades do not provide adequate documentation of student achievement in competency-based education; therefore, the Virginia Standards for CBE require a recording system to provide information about competencies achieved to employer, student-employee, and teacher. The Student Competency Record provides a means for keeping track of student progress. Ratings are assigned by the teacher for classroom competency achievement and by the teacher-coordinator in conjunction with the training sponsor when competence is evaluated on the job.

Tasks/competencies designated "Required" are considered essential statewide and are required of all students. In some courses, all tasks/competencies have been identified as required. Tasks/competencies marked "Optional" are considered optional; they and/or additional tasks/competencies may be taught at the discretion of the school division. Tasks/competencies marked with an asterisk (*) are considered sensitive, and teachers should obtain approval by the school division before teaching them.

Note: Students with an Individualized Education Plan (IEP) or an Individualized Student Alternative Education Plan (ISAEP) will be rated, using the following scale, only on the competencies identified in their IEP or ISAEP.

Students will be expected to achieve a **satisfactory rating** (one of the three highest marks) on the Student Competency Record (SCR) rating scale on at least 80% of the required (essential) competencies in a CTE course.

...RATING SCALE...

- 1 - Can teach others**
- 2 - Can perform without supervision**
- 3 - Can perform with limited supervision**
- 4 - Can perform with supervision**
- 5 - Cannot perform**

6115 (co-op not available)	Principles of Business and Marketing TASKS/COMPETENCIES	Date	Rating
36 weeks			
	Workplace Readiness Skills: Personal Qualities and People Skills		
Required	001 Demonstrate positive work ethic.		

Required	002	Demonstrate integrity.		
Required	003	Demonstrate teamwork skills.		
Required	004	Demonstrate self-representation skills.		
Required	005	Demonstrate diversity awareness.		
Required	006	Demonstrate conflict-resolution skills.		
Required	007	Demonstrate creativity and resourcefulness.		
Workplace Readiness Skills: Professional Knowledge and Skills				
Required	008	Demonstrate effective speaking and listening skills.		
Required	009	Demonstrate effective reading and writing skills.		
Required	010	Demonstrate critical-thinking and problem-solving skills.		
Required	011	Demonstrate healthy behaviors and safety skills.		
Required	012	Demonstrate an understanding of workplace organizations, systems, and climates.		
Required	013	Demonstrate lifelong-learning skills.		
Required	014	Demonstrate job acquisition and advancement skills.		
Required	015	Demonstrate time, task, and resource-management skills.		
Required	016	Demonstrate job-specific mathematics skills.		
Required	017	Demonstrate customer-service skills.		
Workplace Readiness Skills: Technology Knowledge and Skills				
Required	018	Demonstrate proficiency with technologies common to a specific occupation.		
Required	019	Demonstrate information technology skills.		
Required	020	Demonstrate an understanding of Internet use and security issues.		
Required	021	Demonstrate telecommunications skills.		
All Aspects of Industry				
Required	022	Examine planning at the level of both an individual business and the overall industry.		
Required	023	Explain management in terms of methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.		
Required	024	Examine finance in regard to ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.		
Required	025	Describe technical and production skills that cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs.		
Required	026	Examine the underlying principles of technology that provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.		

Required	027	Examine labor issues in terms of worker rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles.		
Required	028	Describe community issues in terms of the impact of the industry on the community and the community's impact on and involvement with the industry.		
Required	029	Examine concepts of health, safety, and environmental issues in relation to both the workers and the larger community.		
Addressing Elements of Student Life				
Required	030	Identify the purposes and goals of the student organization.		
Required	031	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.		
Required	032	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.		
Required	033	Identify Internet safety issues and procedures for complying with acceptable use standards.		
Understanding the Role of Economics in a Global Economy				
Required	034	Identify the differences between wants and needs.		
Required	035	Identify the three basic economic questions answered by any economy.		
Required	036	Distinguish among the factors of production.		
Required	037	Explain the relevance of scarcity to economics.		
Required	038	Describe the decision-making process.		
Required	039	Identify characteristics of free enterprise.		
Required	040	Explain the impact of supply and demand on a free enterprise system.		
Required	041	Compare the American economic system with other economic systems.		
Optional	042	Explain the impact of emerging economies on the global market.		
Required	043	Identify measurements/indicators of economic activity.		
Optional	044	Describe problems and benefits of world trade.		
Exploring the Core Concepts of Business and Marketing				
Required	045	Compare major types of business ownership.		
Required	046	Identify the functions of management.		
Optional	047	Compare the types of leadership styles.		
Required	048	Explain the marketing concept.		
Required	049	Describe the marketing functions and their importance.		
Optional	050	Explain how market segmentation is used to identify a target market.		
Optional	051	Determine the social and environmental responsibilities of a business to the community and of the community to a business.		

Required	052	Describe the elements of the marketing mix.		
Required	053	Describe the steps of the selling process.		
Investigating Technological Trends in Business and Marketing				
Required	054	Explain the impacts of technology on employment, business operations, and global activities.		
Required	055	Explain the impacts of electronic commerce on business and marketing.		
Developing Communication and Interpersonal Skills				
Required	056	Describe communication media used in the business/marketing workplace.		
Required	057	Differentiate between professional and personal communication.		
Required	058	Identify ethical and unethical business practices.		
Required	059	Demonstrate listening and speaking skills important in the workplace.		
Required	060	Explain the importance of nonverbal communication in the workplace.		
Optional	061	Describe the impact of cultural diversity on business communication.		
Required	062	Explain the importance of teamwork in the workplace.		
Making Consumer Choices				
Required	063	Identify rights and responsibilities of consumers.		
Required	064	Identify major consumer protection agencies and their purposes.		
Required	065	Identify methods of resolving a variety of consumer complaints.		
Optional	066	Identify the elements of a valid contract.		
Required	067	Explain the importance of product labeling.		
Required	068	Describe the impact of consumer motives on purchasing choices.		
Required	069	Determine the best buy among products and services.		
Required	070	Identify the major types of consumer taxation.		
Required	071	Complete personal income tax forms.		
Required	072	Compute gross and net pay.		
Required	073	Identify savings and investment opportunities and their importance.		
Required	074	Identify the purposes and major types of insurance.		
Required	075	Identify basic banking services.		
Required	076	Maintain checking and saving accounts.		
Optional	077	Manage a budget.		
Required	078	Identify the elements of creditworthiness.		
Required	079	Compare the types of consumer credit.		
Required	080	Describe the advantages and disadvantages of consumer credit.		

Required	081	Explain the importance of credit reports.		
	Developing Employability Skills			
Required	082	Assess individual interests and aptitudes.		
Required	083	Explore careers in business and marketing.		
Required	084	Identify sources of employment information.		
Required	085	Prepare a résumé.		
Required	086	Write a letter of application/cover letter.		
Required	087	Complete an employment application form.		
Required	088	Participate in a mock employment interview.		
Optional	089	Design a portfolio, including résumé format suitable for online posting.		
Required	090	Prepare an interview follow-up/thank-you letter.		
Required	091	Identify characteristics of successful workers.		
Required	092	Identify the steps to follow in applying for a promotion.		
Required	093	Identify the steps to follow in resigning from a position.		

Principles of Business and Marketing

BUS 6615

Related Standards of Learning

- 9.2 The student will make planned oral presentations.**
- Include definitions to increase clarity.
 - Use relevant details to support main ideas.
 - Illustrate main ideas through anecdotes and examples.
 - Cite information sources.
 - Make impromptu responses to questions about presentation.
 - Use grammatically correct language including vocabulary appropriate to the topic, audience, and purpose.
- 9.4 The student will read and analyze a variety of informational (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials including journals, essays, speeches, biographies, and autobiographies.**
- Identify a position/argument to be confirmed, disproved, or modified.
 - Evaluate clarity and accuracy of information.
 - Synthesize information from sources and apply it in written and oral presentations.
 - Identify questions not answered by a selected text.
 - Extend general and specialized vocabulary through speaking, reading, and writing.
 - Read and follow instructions to complete an assigned project or task.
- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.**
- Generate, gather, and organize ideas for writing.
 - Plan and organize writing to address a specific audience and purpose.
 - Communicate clearly the purpose of the writing.
 - Write clear, varied sentences.
 - Use specific vocabulary and information.
 - Arrange paragraphs into a logical progression.
 - Revise writing for clarity.
 - Proofread and prepare final product for intended audience and purpose.
- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- Use and apply rules for the parts of a sentence.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives, and main and subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.
- 9.9 The student will use print, electronic databases, and online resources to acce**

information.

- a. Identify key terms specific to research tools and processes.
- b. Narrow the focus of a search.
- c. Scan and select resources.
- d. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

10.1 The student will participate in and report on small-group learning activities.

- a. Assume responsibility for specific group tasks.
- b. Participate in the preparation of an outline or summary of the group activity.
- c. Include all group members in oral presentation.
- d. Use grammatically correct language including vocabulary appropriate to the topic, audience, and purpose.

10.4 The student will read and interpret informational materials.

- a. Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, such as labels, warnings, manuals, directions, applications, and forms to complete specific tasks.
- b. Skim manuals or informational sources to locate information.
- c. Compare and contrast product information contained in advertisements with instruction manuals and warranties.

10.7 The student will develop a variety of writing with an emphasis on exposition.

- a. Generate, gather, plan and organize ideas for writing.
- b. Elaborate ideas clearly through word choice and vivid description.
- c. Write clear, varied sentences.
- d. Organize ideas into a logical sequence.
- e. Revise writing for clarity and content of presentation.
- f. Proofread and prepare final product for intended audience and purpose.

10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Use a style manual, such as MLA (Modern Language Association) or APA (American Psychological Association) to apply rules for punctuation and formatting of direct quotations.
- b. Apply rules governing use of colon.
- c. Distinguish between active and passive voice.

10.9 The student will critique professional and peer writing.

- a. Analyze the writing of others.
- b. Describe how the author accomplishes the intended purpose of a writing.
- c. Suggest how writing might be improved.

10.10 The student will use writing to interpret, analyze, and evaluate ideas.

- a. Explain concepts contained in literature and other disciplines.
- b. Translate concepts into simpler or more easily understood terms.

10.11 The student will collect, evaluate, organize, and present information.

- a. Organize information from a variety of sources.
- b. Develop the central idea or focus.
- c. Verify the accuracy and usefulness of information.
- d. Credit sources for both quoted and paraphrased ideas.
- e. Present information in an appropriate format, such as oral presentations, writ reports, or visual products.
- f. Use technology to access information, plan, and develop writing.

History and Social Science

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

- a. examine and interpret primary and secondary source documents;
- b. create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- c. analyze political cartoons, political advertisements, pictures, and other graphic media;
- d. distinguish between relevant and irrelevant information;
- e. review information for accuracy, separating fact from opinion;
- f. identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g. formulate an informed, carefully reasoned position on a community issue;
- h. select and defend positions in writing, discussion, and debate.

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- a. describing the processes by which an individual becomes a citizen of the United States;
- b. describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
- c. describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- d. examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
- e. evaluating how civic and social duties address community needs and serve the public good.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a. practicing trustworthiness and honesty;
- b. practicing courtesy and respect for the rights of others;
- c. practicing responsibility, accountability, and self-reliance;
- d. practicing respect for the law;
- e. practicing patriotism;
- f. practicing decision making;

- g. practicing service to the school and/or local community.

CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by

- a. applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
- b. comparing the differences among traditional, free market, command, and mixed economies;
- c. describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by

- a. describing the types of business organizations and the role of entrepreneurship;
- b. explaining the circular flow that shows how consumers (households), **businesses** (producers), and markets interact;
- c. explaining how financial institutions channel funds from savers to borrowers;
- d. examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

CE.14 The student will demonstrate knowledge of personal finance and career opportunities by

- a. identifying talents, interests, and aspirations that influence career choice;
- b. identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c. identifying abilities, skills, and education and the changing supply and demand for them in the economy;
- d. examining the impact of technological change and globalization on career opportunities;
- e. describing the importance of education to lifelong personal finances;
- f. examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Mathematics

All.19 The student will collect and analyze data to make predictions and solve practical problems. Graphing calculators will be used to investigate scatter plots and to determine the equation for a curve of best fit. Models will include linear, quadratic, exponential, and logarithmic functions.

COM.1 The student will apply programming techniques and skills to solve practical problems in mathematics arising from consumer, business, other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems.

**Principles of Business and Marketing
BUS 6615
SOL Correlation by Task**

001	Demonstrate positive work ethic.	History and Social Science CE.4, GOVT.17
002	Demonstrate integrity.	History and Social Science CE.3, CE.4, GOVT.17
003	Demonstrate teamwork skills.	History and Social Science CE.4, GOVT.17
004	Demonstrate self-representation skills.	History and Social Science CE.4, GOVT.17
005	Demonstrate diversity awareness.	History and Social Science CE.3, CE.4, GOVT.3, GOVT.11, GOVT.17, VUS.14
006	Demonstrate conflict-resolution skills.	History and Social Science CE.4, GOVT.17
007	Demonstrate creativity and resourcefulness.	History and Social Science CE.4, GOVT.17
008	Demonstrate effective speaking and listening skills.	English 6.2, 7.1, 7.2, 10.1
009	Demonstrate effective reading and writing skills.	English 6.5, 6.6, 6.7, 7.6, 7.8, 7.9, 8.6, 8.7, 8.8, 9.4, 9.6, 9.7, 10.4, 10.7, 10.8, 10.9, 11.4, 11.8, 11.9, 12.4, 12.7
010	Demonstrate critical-thinking and problem-solving skills.	History and Social Science CE.1, CE.4
011	Demonstrate healthy behaviors and safety skills.	History and Social Science GOVT.16, GOVT.17, VUS.15
012	Demonstrate an understanding of workplace organizations, systems, and climates.	History and Social Science CE.12, GOVT.15, VUS.15
013	Demonstrate lifelong-learning skills.	History and Social Science CE.3, CE.14
014	Demonstrate job acquisition and advancement skills.	History and Social Science CE.12, CE.14
015	Demonstrate time, task, and resource-management skills.	History and Social Science CE.4, CE.11, GOVT.17
018	Demonstrate proficiency with technologies common to a specific occupation.	History and Social Science CE.14, VUS.15
019	Demonstrate information technology skills.	History and Social

		Science CE.14, VUS.15
020	Demonstrate an understanding of Internet use and security issues.	History and Social Science CE.14, VUS.15
021	Demonstrate telecommunications skills.	History and Social Science CE.14, VUS.15
022	Examine planning at the level of both an individual business and the overall industry.	History and Social Science WG.12 Mathematics A.4, All.19, COM.1, PS.1, PS.8, PS.9 English 9.2, 9.4, 9.6, 9.7, 9.9, 10.1, 10.4, 10.7, 10.8, 10.10, 10.11, 11.1, 11.4, 11.9, 11.10, 12.4, 12.7
023	Explain management in terms of methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.	History and Social Science GOVT.18 English 9.2, 9.6, 9.7, 9.9, 10.4, 10.7, 10.10, 10.11, 11.4, 11.7, 11.8, 11.9, 12.4, 12.7
024	Examine finance in regard to ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.	History and Social Science GOVT.14, GOVT.15, GOVT.16 Mathematics A.1, A.2, A.3, A.4, All.13, COM.1, MA.6
025	Describe technical and production skills that cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs.	History and Social Science GOVT.15, GOVT.17 English 9.2, 9.4, 9.6, 9.7, 9.9, 10.1, 10.4, 10.7, 10.8, 10.11, 11.1, 11.2, 11.4, 11.7, 11.8, 11.9, 12.4, 12.7
026	Examine the underlying principles of technology that provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.	History and Social Science VUS.14 Mathematics COM.1 English 9.4, 9.9, 10.4, 10.11, 11.4, 11.9, 12.4 Science ES.1
027	Examine labor issues in terms of worker rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles.	History and Social Science GOVT.3, GOVT.11, GOVT.16, GOVT.17, GOVT.18, VUS.14, WHII.15
028	Describe community issues in terms of the impact of the industry on the community and the community's impact on and involvement with the industry.	History and Social Science GOVT.17, GOVT.18

		English 9.2, 9.6, 9.7, 9.9, 10.1, 10.4, 10.7, 10.8, 10.10, 10.11, 11.4, 11.7, 11.8, 11.9, 12.4, 12.7
029	Examine concepts of health, safety, and environmental issues in relation to both the workers and the larger community.	History and Social Science GOVT.9, GOVT.16 English 9.2, 9.6, 9.7, 10.1, 10.7, 10.8, 11.1, 11.7, 11.8, 11.9, 12.7
035	Identify the three basic economic questions answered by any economy.	History and Social Science GOVT.14
036	Distinguish among the factors of production.	History and Social Science GOVT.15
037	Explain the relevance of scarcity to economics.	English 9.4
038	Describe the decision-making process.	History and Social Science GOVT.1 English 9.4
039	Identify characteristics of free enterprise.	History and Social Science GOVT.14
040	Explain the impact of supply and demand on a free enterprise system.	History and Social Science GOVT.15 English 9.4
041	Compare the American economic system with other economic systems.	History and Social Science GOVT.14 English 9.4
042	Explain the impact of emerging economies on the global market.	History and Social Science WHII.16 English 9.4
043	Identify measurements/indicators of economic activity.	History and Social Science GOVT.14
044	Describe problems and benefits of world trade.	History and Social Science GOVT.12 English 9.4
045	Compare major types of business ownership.	History and Social Science GOVT.15 English 9.4, 10.4
047	Compare the types of leadership styles.	English 9.4, 10.4
048	Explain the marketing concept.	English 9.4
049	Describe the marketing functions and their importance.	History and Social Science GOVT.15 English 9.4
050	Explain how market segmentation is used to identify a target market.	English 9.4, 10.4
051	Determine the social and environmental responsibilities of a business to the community and of the community to a business.	History and Social Science GOVT.16, GOVT.17, GOVT.18

		English 9.4
052	Describe the elements of the marketing mix.	History and Social Science GOVT.15 English 9.4, 10.4
053	Describe the steps of the selling process.	English 9.4, 10.4
054	Explain the impacts of technology on employment, business operations, and global activities.	History and Social Science GOVT.15, VUS.15 English 9.4, 10.4
055	Explain the impacts of electronic commerce on business and marketing.	English 9.4, 10.4
056	Describe communication media used in the business/marketing workplace.	English 9.4, 10.4
057	Differentiate between professional and personal communication.	English 9.4, 9.9, 10.4
058	Identify ethical and unethical business practices.	History and Social Science GOVT.17 English 9.4
059	Demonstrate listening and speaking skills important in the workplace.	English 9.2, 9.4, 10.1
060	Explain the importance of nonverbal communication in the workplace.	English 9.4
061	Describe the impact of cultural diversity on business communication.	English 9.4, 10.4
062	Explain the importance of teamwork in the workplace.	English 9.4, 10.4
064	Identify major consumer protection agencies and their purposes.	History and Social Science GOVT.16 English 9.4
065	Identify methods of resolving a variety of consumer complaints.	History and Social Science GOVT.16 English 9.4, 10.4
066	Identify the elements of a valid contract.	History and Social Science GOVT.16 English 9.4, 10.4
067	Explain the importance of product labeling.	History and Social Science GOVT.16 English 9.4, 10.4
068	Describe the impact of consumer motives on purchasing choices.	English 9.4, 10.4
069	Determine the best buy among products and services.	English 9.4, 10.4
070	Identify the major types of consumer taxation.	English 9.4
071	Complete personal income tax forms.	English 10.4
073	Identify savings and investment opportunities and their importance.	English 9.4
074	Identify the purposes and major types of insurance.	English 9.4
075	Identify basic banking services.	English 9.4

078	Identify the elements of creditworthiness.	English 9.4
079	Compare the types of consumer credit.	English 9.4, 10.4
080	Describe the advantages and disadvantages of consumer credit.	English 9.4, 10.4
081	Explain the importance of credit reports.	History and Social Science GOVT.17 English 9.4, 10.4
083	Explore careers in business and marketing.	English 9.4, 9.9
084	Identify sources of employment information.	English 9.4, 9.9
085	Prepare a résumé.	English 9.6, 9.7
086	Write a letter of application/cover letter.	English 9.4, 9.6, 9.7, 10.7, 10.8
087	Complete an employment application form.	English 9.4, 9.7, 10.4, 10.7, 10.8
088	Participate in a mock employment interview.	English 9.2
089	Design a portfolio, including résumé format suitable for online posting.	English 9.7, 10.11
090	Prepare an interview follow-up/thank-you letter.	English 9.4, 9.7, 10.7, 10.8
091	Identify characteristics of successful workers.	History and Social Science GOVT.17, GOVT.18 English 9.4
092	Identify the steps to follow in applying for a promotion.	English 9.4
093	Identify the steps to follow in resigning from a position.	English 9.4

Principles of Business and Marketing 2010 – 2011

2005 Computer/Technology Standards of Learning for Grades 9-12

Basic Operations and Concepts

C/T 9-12.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Discuss the inherent advantages and limitations of technology.
- Define the relationships among infrastructure, electronic resources, and connectivity.
- Identify and describe the impact of new and emerging technologies and their applications.

C/T 9-12.2 The student will demonstrate proficiency in the use of technology.

- Identify and resolve hardware and software compatibility issues.
- Develop and communicate strategies for solving routine hardware and software problems.

Social and Ethical Issues

C/T 9-12.3 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology.

- Assess the potential of information technology (IT) to address personal and workplace needs.
- Demonstrate knowledge of electronic crimes, such as viruses, pirating, and computer hacking.
- Explore and participate in online communities and online learning opportunities.
- Identify the role that technology will play in future career opportunities.

C/T 9-12.4 The student will practice responsible use of technology systems, information, and software.

- Adhere to fair use and copyright regulations.
- Adhere to the school division's Acceptable Use Policy as well as other state and federal laws.
- Model respect for intellectual property.

C/T 9-12.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.

- Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
- Model responsible use and respect for equipment, resources, and facilities.

Technology Research Tools

C/T 9-12.6 The student will use technology to locate, evaluate, and collect information from a variety of sources.

- Integrate databases, spreadsheets, charts, and tables to create reports.

- Use available technology tools to expand and enhance understanding of ideas and concepts.

C/T 9-12.7 The student will evaluate and select new information resources and technological innovations, based on their appropriateness for specific tasks.

- Analyze and draw conclusions about the comprehensiveness and bias of electronic sources of information.
- Design and implement a variety of search strategies to retrieve information from electronic sources.

Problem-solving and Decision-making Tools

C/T 9-12.8 The student will use technology resources for solving problems and making informed decisions.

- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- Select and apply technology tools for information analysis, problem solving, and decision making.
- Use technology resources, such as educational software, simulations, and models, for problem solving and independent learning.
- Produce and disseminate information through collaborative problem-solving activities.

Technology Communication Tools

C/T 9-12.9 The student will use a variety of media and formats to communicate information and ideas effectively to multiple types of audiences.

- Determine the most effective tool, format, and style to communicate to specific audiences.
- Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
- Practice self-directed use of advanced technology tools for communicating with specific audiences

Principles of Business and Marketing (36 Weeks)

BUS 6115

2010-2011

Economics Education and Financial Literacy Objectives Correlation by Task

A correlation between each state-approved CTE course and Virginia Standards of Learning (SOL) for English, History, and Social Science, Mathematics, and Science has been completed by teams of CTE and academic specialists. The correlation identifies, on a statewide basis, standards reinforced by specific tasks/competencies within each course.

In this course, the following tasks/competencies reinforce the standards listed beside them. Teachers may identify additional reinforcements in locally developed instructional materials.

BUS6115.001 BUS6115.002 BUS6115.003 BUS6115.004 BUS6115.005	Understanding the Role of Economics in a Global Economy.	Objective: 1 Essential Knowledge and Skills 1, 2, 3, 4 and 5
BUS6115.036 BUS6115.038	Developing Employability Skills	Objective: 2 Essential Knowledge and Skills 1, 2, 3, 4 and 5
BUS6115.027 BUS6115.028 BUS6115.029 BUS6115.030 BUS6115.031	Making Consumer Choices	Objective: 3 Essential Knowledge and Skills 1, 2 and 3
BUS6115.028	Compute gross and net pay	Objective: 4 Essential Knowledge and Skill 4
BUS6115.030	Identify basic banking and services	Objective: 5 Essential Knowledge and Skills 1 and 2
BUS6115.031	Maintain checking and savings accounts	Objective: 6 Essential Knowledge and Skills 1 and 2
BUS6115.029	Identify types of insurance	Objective: 7 Essential Knowledge and Skills 1, 2 and 3
BUS6115.032	Types of consumer credits	Objective: 8 Essential Knowledge and Skills 1, 2, 3, 4, 5, 6, 7 and 8
BUS6115.035	Complete a sample credit applications	Objective: 9 Essential Knowledge and Skills 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
BUS6115.033	Select the best buy among products and services	Objective: 11 Essential Knowledge and Skills 1, 2, 3, 4, and 5
BUS6115.022	Identify rights and responsibilities of consumers	Objective: 12 Essential Knowledge and Skills 1, 2, and 3
BUS6115.23	Identify consumer protection agencies	Objective: 13 Essential Knowledge and Skills 1, 2, and 3

2010-2011 Leadership Development Expectations: High School

The Virginia Board of Education has approved student expectations for leadership development that, while not mandated for all students, are available for integration into curriculum from kindergarten through grade 12. The middle and high school expectations are reinforced in a variety of career and technical education courses. For more information about the leadership initiative, see http://www.doe.virginia.gov/instruction/leadership/leadership_curriculum.pdf.

Developing Knowledge of Self and Others

HS.1 The student will evaluate his or her own self-image.

- a. Compare one's own interests, values, and skills with those of selected effective leaders.
- b. Evaluate one's own desire for leadership roles in the local, state, national, and world communities.
- c. Define ways to capitalize on individual strengths and improve areas of personal weakness.

HS.2 The student will evaluate his or her own behaviors.

- a. Recognize the ongoing benefits of self-analysis.
- b. Evaluate one's own decisions and actions in terms of short- and long-term consequences.
- c. Evaluate one's own behaviors in terms of their positive or negative effects on others.

HS.3 The student will use knowledge of others to improve one's leadership skills.

- a. Create strategies to utilize the strengths and diminish the limitations of group members.
- b. Demonstrate ways to organize and delegate responsibilities.
- c. Encourage ideas, perspectives, and contributions of all group members.
- d. Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Defining Leadership

HS.4 The student will analyze the characteristics of leaders.

- a. Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care others, civility, fairness, responsibility, courage, and reliability).
- b. Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
- c. Examine leadership theories that explore different styles/types of leadership.
- d. Explore philosophical concepts associated with leadership, such as virtue and justice.

HS.5 The student will analyze the complex relationship between the leader and the follower.

- a. Critically analyze situations in which followers become leaders.
- b. Analyze and understand the dynamic relationship between the leader and the follower.
- c. Evaluate the risks and consequences of civil disobedience.

HS.6 The student will evaluate the role of context in the process of leadership.

- a. Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.
- b. Understand that as contexts change, leaders may become followers, and followers may become leaders.
- c. Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

Developing Leadership Skills and Practices

HS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.

- a. Suspend judgment until all ideas are expressed.
- b. Refine interpretation and synthesis of ideas.
- c. Present personal ideas as well as those of others in a clear, concise, and effective manner.
- d. Balance personal expression with others' contributions.
- e. Distinguish between fact and opinion.
- f. Work toward consensus in heterogeneous groups.
- g. Facilitate the mediation of conflict.
- h. Motivate team members individually and collectively to collaborate to achieve a common purpose.

HS.8 The student will analyze and refine decision-making skills.

- a. Take the lead in implementing, monitoring progress toward, and evaluating solutions.
- b. Support group decisions.
- c. Adjust group decisions according to changes within or outside the group.
- d. Refine skills in parliamentary procedure to facilitate meetings or discussions.

HS.9 The student will evaluate the relationship between personal vision and the group vision.

- a. Present one's personal vision to a group, using persuasive techniques.
- b. Compare one's personal vision with that of a group.
- c. Recognize the necessity for compromise in various leadership situations.
- d. Motivate others to act according to the group's vision.

Practicing Leadership through Service

HS.10 The student will appraise communities and community needs.

- a. Evaluate the needs of communities within the school, locality, state, nation, and world.
- b. Demonstrate that good citizens strengthen a community through tolerance of ideas and respect for the freedoms and civil rights of others.
- c. Justify the priorities by which needs are addressed in a community.

HS.11 The student will evaluate the roles and responsibilities of citizenship.

- a. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly.
- b. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering additional duties, participating on a committee, and leading a group.

HS.12 The student will evaluate the concept of stewardship.

- a. Debate methods that leaders may use to take care of and preserve their school, local, state, national, and world communities.
- b. Explain ways in which one becomes vested in the community and its resources.

HS.13 The student will practice leadership through service in a variety of communities.

- a. Justify decisions in situations where community needs are more important than individual benefits.
- b. Demonstrate altruistic behavior.
- c. Encourage others to volunteer for community service.

2010-2011 Related FBLA Competitive Events and Activities Areas

Future Business Leaders of America (FBLA), the co-curricular student organization for Business and Information Technology, provides many opportunities for students to apply the knowledge, skills, and processes learned in a variety of courses. Correlations of FBLA activities and competitive events to the tasks/competencies in this course appear on the task/competency pages, and an unduplicated list of these activities and competitive events appears below.

For additional information about the student organization, see the Virginia FBLA Web site at <http://www.vafbla-pbl.org/> and the national FBLA Web site at <http://www.fbلا.org/>.

Note: The FBLA Competitive Events program contains several events for which the topic changes from year to year. Thus, annual topics for these events may or may not correlate with this particular course. The events include the following: Emerging Business Issues, Entrepreneurship, Global Business, Impromptu Speaking, Management Decision Making, Management Information Systems, and Web Site Development.

For any of these events that apply to this course, a note appears in the list below. For such events, please refer to the current *Virginia FBLA State Handbook* in Verso to judge whether this year's event topic correlates with one or more task/competencies of this course.

- **Accounting I**
- **Accounting II**
- **American Enterprise Project**
- **Banking and Financial Systems**
- **Business Calculations**
- **Business Communication**
- **Business Ethics**
- **Business Financial Plan**
- **Business Knowledge and Skills**
- **Business Law**
- **Business Math**
- **Business Procedures**
- **Computer Applications**
- **Desktop Publishing**
- **Digital Video Production**
- **Economics**
- **Electronic Career Portfolio**
- **Emerging Business Issues**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

- **Entrepreneurship**
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.
- **Future Business Leader**

- **Global Business**
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.
- **Impromptu Speaking**
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.
- **Introduction to Business**
- **Introduction to Business Communication**
- **Introduction to Technology Concepts**
- **Job Interview**
- **Management Decision Making**
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.
- **Marketing**
- **Network Design**
- **Parliamentary Procedure/D. L. Travis Award**
- **Personal Finance**
- **Public Speaking I**
- **Public Speaking II**
- **Technology Concepts**
- **Web Site Development**
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.
- **Word Processing I**
- **Word Processing II**

2010-2011 FBLA Competitive Events and Activities Areas Correlation by Task

In this course, the following tasks/competencies reinforce the standards listed beside them. Teachers may identify additional reinforcements in locally developed instructional materials.

034	Identify the differences between wants and needs.	Business Knowledge and Skills • Economics • Global Business • Introduction to Business
035	Identify the three basic economic questions answered by any economy.	Business Knowledge and Skills • Economics • Global Business • Introduction to Business
036	Distinguish among the factors of production.	Business Knowledge and Skills • Economics • Global Business • Introduction to Business
037	Explain the relevance of scarcity to economics.	Business Knowledge and Skills • Economics • Global Business • Introduction to Business
038	Describe the decision-making process.	Business Knowledge and Skills • Economics • Global Business • Introduction to Business
039	Identify characteristics of free enterprise.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business
040	Explain the impact of supply and demand on a free enterprise system.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business
041	Compare the American economic system with other economic systems.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business
042	Explain the impact of emerging economies on the global market.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business
043	Identify measurements/indicators of economic activity.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business
044	Describe problems and benefits of world trade.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business

045	Compare major types of business ownership.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business
046	Identify the functions of management.	American Enterprise Project • Business Knowledge and Skills • Economics • Global Business • Introduction to Business • Management Decision Making
047	Compare the types of leadership styles.	Business Knowledge and Skills • Future Business Leader • Introduction to Business
048	Explain the marketing concept.	American Enterprise Project • Business Knowledge and Skills • Marketing
049	Describe the marketing functions and their importance.	American Enterprise Project • Business Knowledge and Skills • Marketing
050	Explain how market segmentation is used to identify a target market.	American Enterprise Project • Business Knowledge and Skills • Marketing
051	Determine the social and environmental responsibilities of a business to the community and of the community to a business.	Business Ethics • Business Knowledge and Skills • Business Law • Economics • Emerging Business Issues • Global Business • Introduction to Business • Management Decision Making
052	Describe the elements of the marketing mix.	Business Knowledge and Skills • Economics • Emerging Business Issues • Entrepreneurship • Future Business Leader • Global Business • Introduction to Business • Management Decision Making • Marketing
053	Describe the steps of the selling process.	Business Knowledge and Skills • Emerging Business Issues • Entrepreneurship • Future Business Leader • Global Business • Introduction to Business • Management Decision Making • Marketing
054	Explain the impacts of technology on employment, business operations, and global activities.	Accounting I • Accounting II • Business Procedures • Emerging Business Issues • Entrepreneurship • Future Business Leader • Global Business • Introduction to Business • Introduction to Technology Concepts • Management Decision Making • Technology Concepts

055	Explain the impacts of electronic commerce on business and marketing.	Accounting I • Accounting II • Business Procedures • Emerging Business Issues • Entrepreneurship • Future Business Leader • Global Business • Introduction to Business • Introduction to Technology Concepts • Management Decision Making • Marketing • Technology Concepts
056	Describe communication media used in the business/marketing workplace.	Business Communication • Business Knowledge and Skills • Digital Video Production • Electronic Career Portfolio • Emerging Business Issues • Introduction to Business Communication • Web Site Development
057	Differentiate between professional and personal communication.	Business Communication • Business Knowledge and Skills • Introduction to Business Communication
058	Identify ethical and unethical business practices.	Business Ethics • Business Knowledge and Skills • Business Law • Emerging Business Issues • Introduction to Business
059	Demonstrate listening and speaking skills important in the workplace.	Business Communication • Business Knowledge and Skills • Impromptu Speaking • Introduction to Business Communication • Public Speaking I • Public Speaking II
060	Explain the importance of nonverbal communication in the workplace.	Business Communication • Business Knowledge and Skills • Introduction to Business Communication
061	Describe the impact of cultural diversity on business communication.	Business Communication • Business Knowledge and Skills • Global Business • Introduction to Business Communication
062	Explain the importance of teamwork in the workplace.	Business Knowledge and Skills • Emerging Business Issues • Entrepreneurship • Global Business • Management Decision Making • Network Design • Parliamentary Procedure/D. L. Travis Award
063	Identify rights and responsibilities of consumers.	American Enterprise Project • Business Knowledge and Skills • Business Law • Entrepreneurship • Introduction to Business
064	Identify major consumer protection agencies and their purposes.	American Enterprise Project • Business Ethics • Business Knowledge and Skills • Business Law • Entrepreneurship • Introduction to Business

065	Identify methods of resolving a variety of consumer complaints.	American Enterprise Project • Business Ethics • Business Knowledge and Skills • Business Law • Entrepreneurship • Introduction to Business
066	Identify the elements of a valid contract.	American Enterprise Project • Business Ethics • Business Knowledge and Skills • Business Law • Entrepreneurship • Introduction to Business
067	Explain the importance of product labeling.	American Enterprise Project • Business Ethics • Business Knowledge and Skills • Business Law • Entrepreneurship • Introduction to Business • Marketing
068	Describe the impact of consumer motives on purchasing choices.	American Enterprise Project • Business Ethics • Business Knowledge and Skills • Business Law • Economics • Entrepreneurship • Introduction to Business
069	Determine the best buy among products and services.	Business Knowledge and Skills • Introduction to Business • Personal Finance
070	Identify the major types of consumer taxation.	Accounting I • Accounting II • American Enterprise Project • Business Knowledge and Skills • Business Law • Economics • Introduction to Business • Personal Finance
071	Complete personal income tax forms.	Accounting I • Accounting II • Business Knowledge and Skills • Introduction to Business • Personal Finance
072	Compute gross and net pay.	Accounting I • Accounting II • Business Knowledge and Skills • Introduction to Business • Personal Finance
073	Identify savings and investment opportunities and their importance.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
074	Identify the purposes and major types of insurance.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
075	Identify basic banking services.	Accounting I • Accounting II • Banking and Financial Systems •

		Business Financial Plan • Business Knowledge and Skills • Economics • Introduction to Business • Personal Finance
076	Maintain checking and saving accounts.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
077	Manage a budget.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
078	Identify the elements of creditworthiness.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
079	Compare the types of consumer credit.	Accounting I • Accounting II • Banking and Financial Systems • Business Calculations • Business Knowledge and Skills • Business Law • Business Math • Introduction to Business • Personal Finance
080	Describe the advantages and disadvantages of consumer credit.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
081	Explain the importance of credit reports.	Accounting I • Accounting II • Banking and Financial Systems • Business Knowledge and Skills • Introduction to Business • Personal Finance
082	Assess individual interests and aptitudes.	Business Knowledge and Skills • Future Business Leader • Introduction to Business • Job Interview
083	Explore careers in business and marketing.	Business Knowledge and Skills • Future Business Leader • Introduction to Business • Job Interview • Marketing
084	Identify sources of employment information.	Business Knowledge and Skills • Introduction to Business • Job Interview
085	Prepare a résumé.	Business Knowledge and Skills • Computer Applications • Desktop Publishing • Electronic Career

		Portfolio • Future Business Leader • Job Interview • Word Processing I • Word Processing II
086	Write a letter of application/cover letter.	Business Knowledge and Skills • Computer Applications • Desktop Publishing • Electronic Career Portfolio • Future Business Leader • Job Interview • Word Processing I • Word Processing II
087	Complete an employment application form.	Business Knowledge and Skills • Electronic Career Portfolio • Future Business Leader • Job Interview
088	Participate in a mock employment interview.	Business Knowledge and Skills • Future Business Leader • Job Interview
089	Design a portfolio, including résumé format suitable for online posting.	Business Knowledge and Skills • Computer Applications • Desktop Publishing • Electronic Career Portfolio • Future Business Leader • Job Interview • Word Processing I • Word Processing II
090	Prepare an interview follow-up/thank-you letter.	Business Knowledge and Skills • Computer Applications • Desktop Publishing • Electronic Career Portfolio • Future Business Leader • Job Interview • Word Processing I • Word Processing II
091	Identify characteristics of successful workers.	Business Knowledge and Skills • Electronic Career Portfolio • Future Business Leader • Job Interview
092	Identify the steps to follow in applying for a promotion.	Business Knowledge and Skills • Electronic Career Portfolio • Future Business Leader • Job Interview
093	Identify the steps to follow in resigning from a position.	Business Knowledge and Skills • Electronic Career Portfolio • Future Business Leader • Job Interview

Collaborative Lesson Ideas

Getting Down to Business

Subjects

English, U.S. History, Art, Agricultural Education, Business, Marketing, Architectural Drawing, Principles of Technology, Life Management, Special Education

Objective

Manufacture, sell, and distribute a product: a scale model of Allegheny High School appropriate for a windowsill display

Real-world application

Entrepreneurship projects offer practical experience in establishing and operating a business; manufacturing, packaging, promoting, selling, and distributing a product; and teaming to solve problems and attain goals.

Materials needed

- Historical references
- Computer with word processing, drawing, and spreadsheet applications
- Printer
- Fabric, sewing equipment, and sewing supplies
- Drawing paper, pencils
- Measuring instruments
- Product information
- Layout, brochure, promotional literature samples
- Brochure samples
- Silk-screening equipment and supplies
- Woodworking equipment and supplies
- Timesheets and ledgers
- Calculators
- Shipping supplies

Activities

- History and Social Science: Write a concise history of AHS to be printed on the back of a small replica of the building.
- Life Management: Construct a cloth bag to package the product.
- Architectural Drawing: Draw detailed views of the school to be used for screen printing.
- Marketing: Develop and distribute an order form for the product.
- Business: Prepare payroll; describe product for advertising materials; produce reports and correspondence; keep accounting records.
- Agriculture: Cut product from wood.
- Principles of Technology: Measure building and scale to size.
- Special Education: Prepare product for shipping and distribution.

Evaluation of student performance

Each teacher evaluates his or her students according to the group objective.

Related Academic Standards of Learning

English

Writing

11.7 The student will write in a variety of forms, with an emphasis on persuasion.

- Generate, gather, plan, and organize ideas for writing.
- Develop a focus for writing.
- Evaluate and cite applicable information.
- Organize ideas in a logical manner.
- Elaborate ideas clearly and accurately.
- Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- Revise writing for accuracy and depth of information.
- Proofread final copy and prepare document for intended audience and purpose.

Mathematics

Geometry

G.7 The student will solve practical problems involving right triangles by using the Pythagorean Theorem, properties of special right triangles, and right triangle trigonometry. Solutions will be expressed in radical form or as decimal approximations.

This lesson plan came from

Alleghany Highlands County Schools

Alleghany High School, Covington, 540/863-1700

Alleghany County, Alleghany Highlands County, Covington City, and Clifton Forge City Schools

Jackson River Technical Center, Covington, 540/862-1308

Donnie Buzzard, Social Studies teacher

Jackie Cheatham, Life Management teacher

Gary Childs, Architectural Drawing teacher

Jennifer Congleton, Marketing teacher

Leona Gadd, Business teacher

Armilda Hayes, Business teacher

Earlene Horn, English teacher

Bonnie Keyser, Art teacher

Sharon Leitch, Business teacher

Bob Martin, Agriculture teacher

Tim McClung, Business teacher

Gail Totten, Principles of Technology teacher

Bob Umstead, Special Education teacher

Note: This is a summary of a series of 13 lesson plans. Please contact the schools for a complete set.

Safety First

Subjects

Algebra I, English

Objective

Develop a safety newsletter for a local company.

Real-world application

A commitment to and knowledge of safety and the ability to convey statistical information in understandable terms are valuable ingredients of career success

Materials needed

- Safety data from local manufacturer
- Samples of company's safety newsletters

Activities

- All students tour facility to gain an overview of the technical language, production terms, safety concerns, and areas of the plant.
- Using safety data provided by the plant safety director, algebra students organize and compute statistics and make graphs relating
 - injuries to the areas of the plant where injuries occurred
 - injured body parts to the areas of the plant where injuries occurred
 - injuries to causes
 - percentage of accidents based on shifts and times.
- English students use the statistics and graphs to compose, lay out, and print a safety newsletter for the company to distribute to employees in safety meetings.
- All students present oral and written summaries of their research.
- Evaluation of student performance
- Algebra students are evaluated on the ability to meet deadlines, accuracy of statistical graphs, organization, behavior, participation, and written/oral presentation.
- English students are evaluated on the ability to meet deadlines; content, organization, and accuracy of newsletter; grammar and mechanics; behavior; and group/individual participation.

Related Academic Standards of Learning

English

Oral Language

10.1 The student will participate in and report on small-group learning activities.

- Assume responsibility for specific group tasks.
- Participate in the preparation of an outline or summary of the group activity.
- Include all group members in oral presentation.
- Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Writing

10.10 The student will use writing to interpret, analyze, and evaluate ideas.

- Explain concepts contained in literature and other disciplines.
- Translate concepts into simpler or more easily understood terms

Research

10.11 The student will collect, evaluate, organize, and present information.

- Organize information from a variety of sources.
- Develop the central idea or focus.
- Verify the accuracy and usefulness of information.
- Credit sources for both quoted and paraphrased ideas.
- Present information in an appropriate format, such as an oral presentation, written report, or visual product.
- Use technology to access information, organize ideas, and develop writing.

Mathematics

Algebra I

A.1 The student will solve multistep linear equations and inequalities in one variable, solve literal equations (formulas) for a given variable, and apply these skills to solve practical problems. Graphing calculators will be used to confirm algebraic solutions.

A.4 The student will use matrices to organize and manipulate data, including matrix addition, subtraction, and scalar multiplication. Data will arise from business, industrial, and consumer situations.

This lesson plan came from

Covington City Schools

Covington High School, Covington, 540/962-3920

Lisa Persinger, Algebra teacher

Rebecca Scott, English teacher

Entrepreneurship in Action

Subjects

English, Marketing

Objective

Create a product that reflects the everyday life of the local community.

Students analyze *Our Town* by Thornton Wilder, focusing on the universality of the playwright's theme: that people never fully appreciate the wonder of the sameness of everyday life, regardless of their culture. They use this concept to research the everyday life of their community and to develop ideas for a product that will represent and promote the community to outsiders.

Related Academic Standards of Learning

English

Reading Analysis

10.4 The student will read and interpret informational materials.

- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
- Skim manuals or informational sources to locate information.
- Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.

10.6 The student will read and critique dramatic selections.

- Explain the use of asides, soliloquies, and monologues in the development of a single character.
- Compare and contrast character development in a play to characterization in other literary forms.

This lesson plan came from

Hampton City Public Schools

Bethel High School, 757/825-4400

Sharon Hurwitz, English teacher

If You Build It, They Will Come

Subjects

Art, Business, Education for Employment, English, Foreign Language, Mathematics, Performing Arts, Science, Special Education, Technology Education, Work and Family Studies

Objectives

- Design and build an outdoor amphitheater.
- Conduct a Renaissance fair.
-

In this school wide activity, students and teachers worked with an architect and a community business to design, draft plans for, build, and operate an outdoor amphitheater, taking care to preserve the environment. Students also kept all business records and produced all correspondence related to the amphitheater. They catered the opening ceremonies and conducted a Renaissance fair as the first large gathering in the completed structure.

Related Academic Standards of Learning

Mathematics

Geometry

G.12 The student will make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a

three-dimensional object. Models and representations will include scale drawings, perspective drawings, blueprints, or computer simulations.

Science

Biology

BIO.9 The student will investigate and understand dynamic equilibria within populations, communities, and ecosystems. Key concepts include

- interactions within and among populations including carrying capacities, limiting factors, and growth curves;
- nutrient cycling with energy flow through ecosystems;
- succession patterns in ecosystems;
- the effects of natural events and human activities on ecosystems; and
- analysis of the flora, fauna, and microorganisms of Virginia ecosystems including the Chesapeake Bay and its tributaries.

English

Writing

11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.

- Apply a variety of planning strategies to generate and organize ideas.
- Organize information to support purpose and form of writing.
- Present information in a logical manner.
- Revise writing for clarity.
- Use technology to access information, organize ideas, and develop writing.

This lesson plan came from

Virginia Beach City Public Schools

Bayside High School, 757/473-5050

Reida Butler, Randy Pate, Kathy Holbert, Mathematics teachers

Carol Carmack, Art teacher

Nancy Cintron, Spanish teacher

Mitzi Cromwell, Business teacher

Linda Ditchburn, Education for Employment teacher

Chuck Foster, Wayne Adamson, English teachers

Pam Hayman, Ruth Gilbert, Science teachers

Judith Hendricks, Work and Family Studies teacher

Tim Kennedy, Technology Education teacher

Jennifer McLaughlin, Lonnie Clement, Special Education teachers

Leslie Rutherford, Theater Arts teacher

Sheila Wilkes, Chorus teacher

Linda Love, Office of Technical and Career Education

Gene Soltner, Assistant Principal

Record Analysis

Subjects

Agriculture, Mathematics, Social Studies

Objective

Use record analysis to determine how much money one would earn or lose per hour of labor in a self-employed business.

Students select a self-employed occupation, record income and expenses over a specific period of time, record a number of assigned variables (decisions made) that affect income per hour, and analyze the records to determine true income. To culminate the activity, they make recommendations that could increase profits through better decision making.

Related Academic Standards of Learning

History and Social Science

Virginia and United States History

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;
- describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
- analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. Du Bois;
- identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

Virginia and United States Government

GOVT.14 The student will demonstrate knowledge of economic systems by

- identifying the basic economic questions encountered by all economic systems;
- comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
- evaluating the impact of the government's role in the economy on individual economic freedoms;
- explaining the relationship between economic freedom and political freedom;
- examining productivity and the standard of living as measured by key economic indicators.

GOVT.15 The student will demonstrate knowledge of the United States market economy by

- assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
- comparing types of business organizations;
- describing the factors of production;

- explaining the interaction of supply and demand;
- illustrating the circular flow of economic activity;
- analyzing global economic trends, with emphasis on the impact of technological innovations.

Mathematics

Algebra

A.17 The student will compare and contrast multiple one-variable data sets, using statistical techniques that include measures of central tendency, range, and box-and-whisker graphs.

This lesson plan came from

Powhatan County Public Schools

Powhatan High School, 804/598-5710

Ross Blommel, Social Studies teacher

Sandy Lynch, Mathematics teacher

R. Tom Walton, Agriculture teacher

TRAN-Scripts: A Newsletter for Transition and Employment Information

Subjects

Business, Education for Employment, Special Education

Objective

Develop a professional newsletter that highlights transition and employment opportunities for students with disabilities.

Students create, produce, and distribute a newsletter to increase school system and community awareness of opportunities for students with disabilities. The newsletter focuses on student and business involvement in the Transition program and presents strategies and information submitted by students, staff, community agencies, and business partners.

Related Academic Standards of Learning

English

Reading Analysis

9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.

- Identify a position/argument to be confirmed, disproved, or modified.
- Evaluate clarity and accuracy of information.
- Synthesize information from sources and apply it in written and oral presentations.
- Identify questions not answered by a selected text.
- Extend general and specialized vocabulary through speaking, reading, and writing.
- Read and follow instructions to complete an assigned project or task.

Research

9.9 The student will use print, electronic databases, and online resources to access information.

- Identify key terms specific to research tools and processes.
- Narrow the focus of a search.
- Scan and select resources.
- Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Oral Language

10.2 The student will critique oral reports of small-group learning activities.

- Evaluate one's own role in preparation and delivery of oral reports.
- Evaluate effectiveness of group process in preparation and delivery of oral reports.

Research

10.11 The student will collect, evaluate, organize, and present information.

- Organize information from a variety of sources.
- Develop the central idea or focus.
- Verify the accuracy and usefulness of information.
- Credit sources for both quoted and paraphrased ideas.
- Present information in an appropriate format, such as an oral presentation, written report, or visual product.
- Use technology to access information, organize ideas, and develop writing.

Writing

10.10 The student will use writing to interpret, analyze, and evaluate ideas.

- Explain concepts contained in literature and other disciplines.
- Translate concepts into simpler or more easily understood terms.

Writing

12.7 The student will develop expository and informational writings.

- Generate, gather, and organize ideas for writing.
- Consider audience and purpose when planning for writing.
- Write analytically about literary, informational, and visual materials.
- Elaborate ideas clearly and accurately.
- Revise writing for depth of information and technique of presentation.
- Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- Proofread final copy and prepare document for publication or submission.

Mathematics

Computer Mathematics

COM.8 The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

This lesson plan came from

Virginia Beach City Public Schools

Special Education Annex, 757/474-8641
Deborah Bozard, Supported Employment teacher
Sally Holloman, Transition Services teacher
Green Run High School, 757/431-4040
Nancy Dowding, Business teacher
Kerri Sabo, Education for Employment teacher

The Dottle* Epidemic

Subjects

Agriculture, Art, English, Economics, Environmental Studies, U.S. Government, U.S. History

Objective

- Conduct an in-depth national and regional study of the status of tobacco.
- Research alternatives to tobacco production.
- Increase community awareness of the status of tobacco.
- Promote non-use of tobacco by children.
- Survey the attitudes of people toward tobacco use.
- Research student contact with secondhand smoke.

Real-world application

- Dealing with controversial issues related to tobacco, including the use of tobacco by teens and the efforts of the government to regulate the use and sale of tobacco, is vital to a community whose economy is focused on this major cash crop.
- This multi-year award-winning project deals with a different tobacco-related issue each year and publicizes the results of their study community-wide.

*Dottle is an old slang word for tobacco

Materials needed

- Research references
- Computer
- Other materials depend on the yearly project

Activities

- 1993--95: Students conducted a cause-and-effect study, "What if tobacco were removed as a viable economic option?" Students researched the status of tobacco in the United States and in Virginia, and predicted a decrease in market sales. They analyzed alternatives to tobacco crops that ranged from Christmas trees to ostriches. Students also surveyed the community and presented the findings at a public forum and a detailed symposium report.
- 1995--97: Students researched the effects of smoking and developed a comic book, *Welcome to Junglewood Elementary*, which they distributed to all elementary schools in the county.
- 1997--98: Students began a study of the effects of secondhand smoke and opinions of the community concerning this issue.

Evaluation of student performance

Depends on specific project activity

Related Academic Standards of Learning

History and Social Science

Virginia and United States History

Early America: Early Claims, Early Conflicts

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.

Virginia and United States Government

GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by

- examining different perspectives on the role of government;
- explaining how local, state, and national governments formulate public policy;
- describing the process by which policy is implemented by the bureaucracy at each level;
- analyzing how individuals, interest groups, and the media influence public policy.

GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by

- examining the Bill of Rights, with emphasis on First Amendment freedoms;
- analyzing due process of law expressed in the 5th and 14th Amendments;
- explaining selective incorporation of the Bill of Rights;
- exploring the balance between individual liberties and the public interest;
- explaining every citizen's right to be treated equally under the law.

GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by

- describing the responsibilities of the national government for foreign policy and national security;
- assessing the role played by national interest in shaping foreign policy and promoting world peace;
- examining the relationship of Virginia and the United States to the global economy;
- examining recent foreign policy and international trade initiatives since 1980.

GOVT.14 The student will demonstrate knowledge of economic systems by

- identifying the basic economic questions encountered by all economic systems;
- comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
- evaluating the impact of the government's role in the economy on individual economic freedoms;
- explaining the relationship between economic freedom and political freedom;
- examining productivity and the standard of living as measured by key economic indicators.

GOVT.15 The student will demonstrate knowledge of the United States market economy by

- assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
- comparing types of business organizations;
- describing the factors of production;
- explaining the interaction of supply and demand;
- illustrating the circular flow of economic activity;
- analyzing global economic trends, with emphasis on the impact of technological innovations.

GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

- analyzing the impact of fiscal and monetary policies on the economy;
- describing the creation of public goods and services;
- examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by

- obeying the law and paying taxes;
- serving as a juror;
- participating in the political process;
- performing public service;
- keeping informed about current issues;
- respecting differing opinions in a diverse society.

English

Writing

12.7 The student will develop expository and informational writings.

- Generate, gather, and organize ideas for writing.
- Consider audience and purpose when planning for writing.
- Write analytically about literary, informational, and visual materials.
- Elaborate ideas clearly and accurately.
- Revise writing for depth of information and technique of presentation.
- Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- Proofread final copy and prepare document for publication or submission.

Research

12.8 The student will write documented research papers.

- Identify and understand the ethical issues of research and documentation.
- Evaluate the accuracy and usefulness of information.
- Synthesize information to support the thesis.
- Present information in a logical manner.
- Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- Edit copies for correct use of language, spelling, punctuation, and capitalization.
- Proofread final copy and prepare document for publication or submission.

This lesson plan came from
Grayson County Public Schools
Grayson County High School, 540/773-2131
Gary W. Horton, History teacher

Let's Get Technical

Subjects

Business, English

Objective

- Write a technical report that compares two products in terms of quality and price.
- Design and produce a technical report appropriate for a particular audience.

Real-world application

- Consumers have so many choices and hear so many conflicting messages about competing products that it is almost impossible to make an informed choice without assistance.
- Comparing the power, seating capacity, comfort, safety, and price of two similar models of automobile is a valuable service to consumers considering an expensive purchase.
- Presenting the information in a concise, easy-to-read format in nontechnical language appeals to consumers who lack time or the inclination to interpret more technical documents.

Materials needed

- Computer with software and supplies
- Printer
- Binding machine
- Sample technical reports

Activities

- In English class, students select types of automobiles to compare.
- Students examine sample reports comparing products.
- Students conduct research and select the most effective way to present it.
- In Business class, students format the report, produce pages and covers, and print and bind the publication.

Evaluation of student performance

Report is rated according to a checklist that includes research, idea formulation and presentation, content, writing mechanics, editing, audience consideration, use of technology, and work ethic.

Related Academic Standards of Learning

English

Reading Analysis

12.4 The student will read and analyze a variety of informational materials, including electronic resources.

- Identify formats common to new publications and information resources.
- Recognize and apply specialized informational vocabulary.
- Evaluate a product based on analysis of the accompanying warranty and instruction manual.
- Evaluate the quality of informational and technical materials.

Writing

12.7 The student will develop expository and informational writings.

- Generate, gather, and organize ideas for writing.
- Consider audience and purpose when planning for writing.
- Write analytically about literary, informational, and visual materials.
- Elaborate ideas clearly and accurately.
- Revise writing for depth of information and technique of presentation.
- Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
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- Present information in a logical manner.
- Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- Edit copies for correct use of language, spelling, punctuation, and capitalization.
- Proofread final copy and prepare document for publication or submission.

Mathematics

Computer Mathematics

COM.1 The student will apply programming techniques and skills to solve practical problems in mathematics arising from consumer, business, and other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems.

COM. 8 The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

This lesson plan came from

Norfolk Public Schools

Maury High School, 757/441-2611

Irene Mosenthine, Business teacher

Rhonda Price, English teacher

Bert Rakestraw, Business teacher
Laura Shaw, English teacher

All That Jargon

Subjects

Computer Applications, Technical Writing

Objective

Create a dictionary of technical vocabulary organized by subject area.
Using the Internet as a research tool, students created a reference book that lists and explains the specialized vocabulary used in various occupational fields.

Related Academic Standards of Learning

English

Research

9.9 The student will use print, electronic databases, and online resources to access information.

- Identify key terms specific to research tools and processes.
- Narrow the focus of a search.
- Scan and select resources.
- Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Research

10.11 The student will collect, evaluate, organize, and present information.

- Organize information from a variety of sources.
- Develop the central idea or focus.
- Verify the accuracy and usefulness of information.
- Credit sources for both quoted and paraphrased ideas.
- Present information in an appropriate format, such as an oral presentation, written report, or visual product.
- Use technology to access information, organize ideas, and develop writing.

This lesson plan came from

Suffolk City Public Schools

Lakeland High School, 757/925-5530

Michele S. Mason, English teacher

C. F. McCray, English teacher

The Fragile Earth

Subjects

Biology, Business, Geometry, Geography, Spanish, Health, Technology Education

Objectives

- Determine human impact on the environment.
- Develop a series of plans to decrease destructive human impact on the environment.

Taking it out of the classroom

Students developed and held a schoolwide program to acquaint the school population with the ecological problems facing them in their environment and ways in which each person can bring about positive change.

Materials needed

- Computer with CD ROM drive and Internet access
- Graphing calculators
- Local and world maps

Activities

- Conduct research on microbes that eat toxic waste.
- Conduct a laboratory investigation on the effect of pollution on organisms.
- Debate the issue of using biotechnology to design trees to counteract the greenhouse effect.
- Develop a model for the genetic engineering of trees.
- Develop a vocabulary file of key English-to-Spanish terms.
- Use maps to locate the remaining rain forests, and compare that number with those still found within the Americas.
- Develop a timeline to illustrate population shifts and the subsequent increase of pollution in major areas of the United States.
- Use graphing calculators to make exponential growth calculations.
- Design and construct technology models to manage waste and pollutants in the environment.
- Develop a Spanish handbook of questions about environmental and ecological problems to research when visiting Spanish-speaking countries.

Evaluation of student performance

- Written essay about personal activities that have some harmful effects on the environment with suggestions of some ways a change in behavior might conserve resources and preserve the environment; rated acceptable according to teacher's guidelines
- Chart that identifies the main types of pollutants affecting air and water and their specific effect on the environment; rated acceptable according to teacher's guidelines
- Program to acquaint the school population with environmental problems and suggestions for individual and community action to bring about positive change; rated acceptable according to class-established criteria for a public relations project

Related Academic Standards of Learning

Science

Biology

BIO.9 The student will investigate and understand dynamic equilibria within populations, communities, and ecosystems. Key concepts include

- interactions within and among populations including carrying capacities, limiting factors, and growth curves;
- nutrient cycling with energy flow through ecosystems;
- succession patterns in ecosystems;
- the effects of natural events and human activities on ecosystems; and
- analysis of the flora, fauna, and microorganisms of Virginia ecosystems including the Chesapeake Bay and its tributaries.

Mathematics

Geometry

G.12 The student will make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional representation of a three-dimensional object. Models and representations will include scale drawings, perspective drawings, blueprints, or computer simulations.

G.13 The student will use formulas for surface area and volume of three-dimensional objects to solve practical problems. Calculators will be used to find decimal approximations for results.

History and Social Science

World Geography

WG.11 The student will analyze the patterns of urban development by

- applying the concepts of site and situation to major cities in each region;
- explaining how the functions of towns and cities have changed over time;
- describing the unique influence of urban areas and some challenges they face.

Need more? Please contact

Richmond City Public Schools

John F. Kennedy High School, 804/780-4449

Dr. Martha L. Cook, Biology teacher

Wilnette Cook-Davis, Physical Education teacher

D. Garland, English teacher

Virginia Marcus, Spanish teacher

Carlton Spinner, World History/Geography teacher

A. Stith, Business/Vocational Education teacher

Diane Williams, Geometry teacher

Instructional Scenarios

The World Is at Your Doorstep. Do You Open the Door?

Duty/Concept Area(s)

Understanding the Role of Economics in a Global Economy

Scenario

You have been hired as a market analyst for a major corporation that is considering going global with a certain product. You are required to research and explain the various aspects of economics that will affect this corporation's ability to go global with that product.

Big Question

How do the various aspects of economics affect this business and its decisions?

Focused Questions

1. How will the company's product address wants, needs, or both in the global marketplace?
2. How will scarcity affect potential consumer purchasing decisions regarding the company's product?
3. What are the specific factors of production (natural, human, and capital resources) involved in making the company's products? Should they be sourced domestically or internationally? How would this affect the business?
4. How do the laws of supply and demand affect this company's product? What will happen if the price is set too high? Too low?
5. How will going global affect supply and demand for the company's products?
6. What are some potential economic benefits of going global for this company?
7. What emerging economies might compete with this company? What emerging economies might be potential markets? How could each of these economies affect the company's success in going global?
8. Are there any specific countries that this company would want to target because of beneficial trade agreements or exchange rates?
9. Are there any specific countries that this company would want to avoid because of trade barriers or harmful exchange rates?

Project-Based Assessment

Student report and/or presentation (with visual aid) that does the following:

- Identifies the company's products as needs or wants, and the impact of the concept of scarcity on demand for that product
- Identifies the factors of production for the company's products (using specific examples), and determines whether those resources should be acquired domestically or internationally
- Describes the impact of the laws of supply and demand on sales (price, quantity sold) for the company's products
- Describes the potential benefits of going global on demand

- Explains the potential problems of going global that may be faced by this company
- Identifies and analyzes the potential impact of specific emerging economies as competition for this company
- Identifies and analyzes the potential impact of specific emerging economies as potential markets for this company
- Identifies potential countries with positive trade agreements and beneficial exchange rates that this company might want to consider targeting
- Identifies potential countries with trade barriers or adverse exchange rates that this company might want to consider avoiding

Resources

Documents/articles (available on Internet or in library) on

- trade barriers with specific countries
- emerging economies
- trade agreements.

CIA World Factbook

<https://www.cia.gov/cia/publications/factbook/index.html>

So You Want Your Own Business?

Duty/Concept Area

Exploring the Core Concepts of Business and Marketing

Scenario

You are an entrepreneur who wants to start a new business (of your choosing).

You know you will need financing from an outside source to start. You have found a potential investor who is interested in helping you; however, she wants to know a lot more about your business idea before she is willing to provide you any money.

Big Question

How will your business operate and market its products/services in order to make a profit?

Focused Questions

1. What form of business ownership will you choose for your business? Why did you choose that form of business ownership over the other forms? What are some advantages of that form of business? Some disadvantages?

2. What products/services will you provide? How does this make you different than your competition?
3. Who are your target markets? Describe some basic details about those target markets that you feel are relevant to your business.
4. Where will you locate that business? What type of facility will it be in? What will be its hours of operation?
5. In general, what range of prices will you have for your products/services? How do these compare to your competition?
6. How will you promote your products/services? What types of promotional strategies will you use? Why do you believe these forms of promotion will reach your target market?
7. How will you staff your business? How many employees will you be hiring? What staffing issues do you foresee (wages, availability, training, etc.), and how will you handle those issues?

Project-Based Assessment

Basic written business plan (minus financial statements) providing the answer to the focus questions. Recommended sections include the following:

- Business description, including name of business, ownership, and form of business ownership
- Description of business location and hours of operation
- Staffing
- Target Markets
- Products/Services
- Pricing Strategy
- Promotional Strategy
- Project may include a presentation with visual aid.

Resources

U.S. Small Business Administration

<http://www.sba.gov/>

Local Small Business Development Center (including Internet assistance)

<http://www.virginiasbdc.org>

Sample Business Plans

<http://www.sba.gov/smallbusinessplanner/plan/writeabusinessplan/index.html>

Virginia Employment Commission. Employer Services Information

http://www.vec.virginia.gov/vecportal/employer/employer_services.cfm

Local Economic Development Commission

http://www.yesvirginia.org/About_Us/Links.aspx

Chamber of Commerce. Directory of local Virginia chapters

<http://www.vachamber.com/upload/2006->

[2007%20LOCAL%20CHAMBER%20DIRECTORY-for%20web.pdf](#)

Other available market research might include documents/articles (available on Internet or in library) on the following and additional related topics:

- Business location
- Business staffing
- Market research
- Target markets
- Pricing
- Promotion
- Business plan

Extreme Office Makeover

Duty/Concept Area

Investigating Technology Trends in Business and Marketing

Scenario

You have been hired as a management consultant by a local small business (of your choosing). The owner feels that he/she needs to upgrade the business by incorporating more technology. The company currently has no automation; the extent of its technology is a fax machine that the owner also uses as a copier. All paperwork (employee records/payroll, client information, inventory/order management, accounting information) is done by hand and kept in file cabinets.

Big Question

What recommendations would you make concerning technology that can be used to upgrade the various aspects of this business's operations?

Focused Questions

What type of technology would you recommend the business use for the data and operations listed below?

- Employee records/payroll
- Client information
- Inventory management
- Order management
- Accounting functions, including taxes, tracking sales, and profit/loss/cash flow

- Communicating with employees and clients
- Marketing the business

Project-Based Assessment

Written and oral presentation (including visual aid) to the owner to report the recommendations for incorporating technology into the business's operations

Resources

Presentation software

LCD Projector

Computer

Documents/articles/commercial data (available on Internet or in library) on

- technology in business and/or marketing operations
- specific technology vendors.

Making Teamwork Work

Duty/Concept Area

Developing Communication and Interpersonal Skills

Scenario

Students are grouped in teams. Each team is given a problem-solving scenario (such as developing a slogan and/or logo for a business/club/product). The team must work together to solve the problem, then report their solution as a team. In addition, each student will write a report to the teacher analyzing the team dynamics while solving the problem.

Big Question

How did verbal and nonverbal communication affect the ability to work together as a team?

Focused Questions

1. What teamwork skills (assigning roles, providing input, conflict resolution, team leadership, etc.) were used to solve the problem and organize the presentation?

2. What impact did verbal communication (including speaking and listening skills) have on team function and the final presentation?
3. What impact did nonverbal communication have on team function and the final presentation?
4. How does the final product model professional business communication and business etiquette?

Project-Based Assessment

- Students working together as a team to research and solve the problem, creating a written business document (e.g., memo or report) and associated oral presentation (with visual aid) to report their solution
- A business document written by each student to the teacher analyzing the team dynamics during the completion of the scenario, highlighting positive and negative examples of team skills, verbal communication, and nonverbal communication

Resources

Documents/articles/commercial data (available on Internet or in library) on topics such as the following:

- Problem solving
- Decision making
- Teamwork
- Negotiation
- Content information related to the specific problem at hand

Sample Web resources such as the following:

- Group-Based Problem Solving and Decision Making
http://www.mapnp.org/library/grp_skill/grp_dec/grp_dec.htm
- Group Process Guide <http://www.studygs.net/groupprojects.htm>
- Contributing to Team Success
<http://www.kc.cc.il.us/BusinessIndustry/Documents/ContributingtoTeamSuccessGroupEffectiveness.htm>
- Teamwork <http://www.effectivemeetings.com/teams/index.asp>
- Effective Meetings <http://www.effectivemeetings.com/meetingbasics/index.asp>
- Cultural Diversity (Lesson Plan) http://chppm-www.apgea.army.mil/co2/CO2_book/Lp5.htm
- Conflict Resolution: Mediate, Don't Instigate (Lesson Plan)
<http://www.lessonplanspage.com/OLAConflictResolutionMediateDontInstigate412.htm>

How Much Does It Take?

Duty/Concept Area

Making Consumer Choices

Scenario

You have a job and are moving out on your own. You have \$1,000 saved for the move itself, including the one-time expenses, such as deposits, that you will need to get started. You have a steady salary and normal weekly hours of work. (Your teacher will assign a wage level and number of work hours per week.) What you must do now is to (1) determine your weekly income, (2) plan for and pay the living expenses you will incur, and (3) establish your monthly budget.

Big Question

Can you afford to live on your own in the lifestyle you want, based on your income and expenses?

Focused Questions

1. What will be your normal gross and net pay per month, based on your wage and hours you will work in a month?
2. What car will you drive, and how much will it cost you (monthly payment, insurance, gas)?
3. What will you spend each month on groceries? On rent? On utilities?
4. What will your basic living expenses be for a month?
5. How much will you have left over for savings, investment, and other expenses (e.g., insurance, Internet service, entertainment)?

Project-Based Assessment

Student consumer research, calculations, record-keeping, payments, and budget, as follows:

- Student will calculate gross and net pay for a given week, based on an assigned wage and hours worked in a given week. Student will determine a monthly income based on the calculated weekly income.
- Student will shop for a car, having to evaluate several options for which car he or she will pick.
- Student will determine the monthly payment for the car, based on the amount borrowed and current rates on used car loans.

- Student will shop for insurance for that car and find a monthly premium for that car.
- Student will develop a meal plan for a month and shop for the groceries.
- Student will shop for an apartment and determine how much he or she will pay in rent (student may have roommates).
- Student will have to write checks and fill out a checkbook register that includes four weekly paychecks at his/her calculated amount, the bills he/she incurs (car, insurance, groceries, rent) as well as other bills assigned (gas for car, utilities, etc.)
- Based on shopping research performed above, student will write an account of the research, purchase choices, and rationales for the choices, including conclusions about how these choices will impact his or her budget preparation.
- Student will prepare a budget that reflects the income and expenses he or she incurred in the scenario.

Resources

National Endowment for Financial Education's Financial Planning Program

<http://www.nefe.org/hsfppportal/index.html>

Virginia Economics Education and Financial Literacy

- Objectives <http://www.doe.virginia.gov/VDOE/Instruction/CTE/inf100a.pdf>

- Resources

http://www.doe.virginia.gov/VDOE/Instruction/CTE/Resources_By_Topic.pdf

Virginia Council on Economics Education

<http://www.vcee.org/>

Local banks/credit unions

Documents/articles/commercial data (available on Internet or in library) on the following and related topics:

- Financial planning
- Budgeting
- Savings
- Investments

You Want Me to Do WHAT?

Duty/Concept Area

Developing Employability Skills

Scenario

You have just graduated high school and do not want to pursue further education. You

plan to find a full-time job to pay your bills and ultimately move out on your own. You must find a job in an area that interests you but does not require education beyond a high school diploma.

Big Question

What do you need to do to find and get that job?

Focused Questions

1. What types of careers/jobs best match your skills, abilities, and interests?
2. What types of jobs are currently available in that career?
3. What should you include in your résumé and associated application/cover letter that will enhance your ability to get an interview?
4. What should you do and say during and after the interview that will convince the employer to hire you?
5. How does education level affect salary?

Project-Based Assessment

Self-assessment and job search, with accompanying written documents and oral presentation, as follows:

- Student will take a career quiz to identify potential careers, and identify a specific career (including nature of the work, working environment, qualifications, job outlook, and average wages/salary) for which the student will want to apply.
- Student will do a job search (possible online), and write a résumé and application/cover letter to apply for that job.
- Student will prepare for participation in a mock interview for that job.
- Student will write a follow-up letter for the interview.

Resources

Virginia's Career Planning System (KUDER)

<http://va.kuder.com>

Virginia Career Resource Network

<http://www.vacrn.net/>

Other career interest inventories

<http://www.cteresource.org/publications/featured/career/index.html>

Occupational Outlook Handbook

<http://www.bls.gov/oco/>

Job listings (Virginia Employment Commission, online job search engines, local paper)

<http://www.vec.virginia.gov/vecportal/>

Job Hunting Handbook

http://www.ds.psu.edu/Documents/DS/Job_Hunting_Handbook.pdf

Web site and other data related to potential employer

Principles of Business and Marketing

2010-2011

An introduction of Career Exploration and Planning Resources

Virginia Education Wizard - www.vawizard.org/

KnowHowVirginia - www.knowhowvirginia.org/

Virginia Career View - www.vaview.vt.edu/

Occupational Outlook Handbook - www.bls.gov/oco/

COLLABORATIVE LESSON PLAN



How Well Did We Prepare You? Introducing the Student Follow-Up Survey

A Lesson Plan for All Teachers of Vocational Program Completers in Virginia

**Commonwealth of Virginia
Department of Education
Office of Vocational and Adult Education Services**

**2000
Catalog #8.00.02**

How Well Did We Prepare You?

Introducing the Student Follow-up Survey

Introduction



The following lesson plan is designed for all Virginia students who are rising vocational completers. Its purpose is to familiarize students with the Vocational Education Student Follow-up Survey and to build awareness of the survey's uses and importance, thus increasing the rate of response by local school divisions. In a larger context, the lesson has to do with students exercising their right to take part in improving Virginia's vocational education program for the future.

A group of six Henrico County vocational education instructors collaborated in the creation of the lesson plan, which not only presents the material in an inviting and innovative manner, but also reinforces the Virginia Standards of Learning. Going beyond the original scope of the assignment, the team also created an excellent set of visuals in the form of a PowerPoint Presentation to accompany this framework. The presentation, which helps greatly in making this lesson plan "classroom ready" is available as a downloadable file from the Internet or on disk.

Grateful acknowledgment is given to the lesson's creators:

Lydia Bell, Educational Specialist for Business, Marketing, and EFE
Johnnie Collie, Trade and Industrial Education, Hermitage Technical Center
Tommy Johnson, Adult Education Administrator
Ruth Matthews, Marketing Instructor, Henrico High School
Mary McDonald, Marketing Instructor, Douglas Freeman High School
Dave Siewert, Guidance, Highland Springs Technical Center

Subjects

Agricultural Education, Business, English, Health Occupations, Marketing, Mathematics, Technology Education, Trade and Industrial Education, Work and Family Studies

Objectives

- Describe how, when, and why the student follow-up survey is conducted.
- Explain how the results of the student follow-up survey are used.
- Define the term "vocational program completer," both in general and for one's own specific program of study.
- Determine program and school codes from information provided with the survey.
- Evaluate the importance of surveys for consumers, businesspersons, and governments.
- Analyze techniques for increasing the number of responses to a survey and for making surveys more effective.

Real-World Application

Consumers have a voice in important issues related to business, public education, and politics through surveys. Business owners and stakeholders rely on survey data and analyses to make many decisions for continuous improvement.

Resources Provided/Used

- Computers with Internet access
- Online information related to the student follow-up available on the Internet at http://ww.pen.k12.va.us/VDOE/Instruction/Voc_Ed/ (Select the link to Virginia Program Assessment for Vocational Education, then click on VESF for the Vocational Education Student Follow-Up)
- CD-ROM with sample survey questions and format for entering student demographic data from Virginia Tech (help is available at 1-888-302-8533 (toll free))
- PowerPoint Presentation, which may be downloaded from the internet at <http://www.pen.k12.va.us/VDOE/Instruction/Voc-Ed/> (again, select the link to Virginia Program Assessment for Vocational Education and click on VESF). As an alternative, the VVCRC web site at <http://vvcrc.tec.va.us/>

Suggested Activities

- Introduce the follow-up survey to students using the PowerPoint presentation described in “Resources” above.
- Demonstrate knowledge of key vocabulary terms (listed in the PowerPoint presentation by playing a game. Print the terms on cards, and post them throughout the classroom. Have students line up in teams. After the teacher reads a definition of a term, the first team to ring the bell and match the word to the definition wins the round. (A team member should remove the card from the wall after it is identified.) After all the terms have been matched with definitions, the team with the most cards wins. Key terms will be used with the other activities involving writing, speaking, and data analyses.
- Invite one or more vocational program completers to speak to the class about his or her present employment and goals for the future. Have students interview the student as a survey respondent.
- Have students complete the demographic portion of the student follow-up survey, either on computers (using the CD-ROM provided by the DOE) or paper and pencil.
- Conduct a brainstorming session with students to identify rewards that can be used by the school division to increase the response rate to the survey. Have students submit their ideas in writing to the vocational administrator or principal.
- Have students, working in small groups, design and conduct a survey related to product preferences, political issues, or a general interest topic. Encourage the groups to use varying methods of data collection (online, interview, paper and pencil) with or without incentives. Have the class compare relative response rates to determine the most effective methods.

- Have students participate in the school division’s vocational student follow-up as planners (for a mailing or other initiative), interviewers, or researchers (locating former students who have moved).
- Have students research and write a paper (or give a presentation) on a topic related to surveys. Examples of various topics might include a comparison of sample vs. whole group data collection; a case study of market research done on a particular product or service; a comparison of effective and ineffective survey instruments; or a comparison of various “reward” methods that can be used to increase the numbers of responses.
- Provide students with sample data from a survey, and have them present it in various contexts (e.g., as a status report or progress report; to promote a group or product; or to point out a problem).

Evaluation of student performance

- Demographic portion of the student follow-up survey form is completely and accurately filled out for future use by the school division.
- Written reports will be clear, concise, and grammatically correct.
- Charts and graphs will be accurately scaled and drawn. Graph formats will be appropriate for the data that is presented.

Incentives/Rewards

- School divisions may wish to offer a “lottery” prize for students who complete and return the survey (and who give permission for their employers to be contacted). Example prizes might include tickets to sporting events, cash, or prizes donated by local businesses.

Related Academic Standards of Learning

English

- 11.4** The student will read and analyze a variety of informational materials.
- Use information from texts to clarify or refine understanding of academic concepts.
 - Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - Apply concepts and use vocabulary in informational and technical materials to complete a task.
 - Generalize ideas from selections to make predictions about other texts.
 - Analyze information from a text to draw conclusions.
- 11.8** The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.
- Use a style manual, such as MLA (Modern Language Association) or APA (American Psychological Association) for producing research projects.
 - Use verbal and verbal phrases to achieve sentence conciseness and variety.
 - Adjust sentence and paragraph structures for a variety of purposes and audiences.

12.7 The student will develop expository and informational writings.

- Generate, gather, and organize ideas for writing.
- Consider audience and purpose when planning for writing.
- Write analytically about literary, informational, and visual materials.
- Elaborate ideas clearly and accurately.
- Revise writing for depth of information and technique of presentation.
- Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- Proofread final copy and prepare document for publication submission.

History and Social Science

12.12 The student will explain the rights, responsibilities, benefits of citizenship in the United States and Virginia.

Mathematics

A.4 The student will use matrices to organize and manipulate data, including matrix addition, subtraction, and scalar multiplication. Data will arise from business, industrial, and consumer situations.

COM.22 The student will solve practical consumer problems that involve analyzing and interpreting graphs, charts, and/or tables.

Science

BIO.1 The student will plan and conduct investigations in which

- observations of living things are recorded in the lab and in the field;
- hypotheses are formulated based on observations;
- variables are defined and investigations are designed to test hypotheses;
- graphing and arithmetic calculations are used as tools in data analysis;
- conclusions are formed based on recorded quantitative and qualitative data;
- impacts of sources of error inherent in experimental design are identified and discussed;
- validity of data is determined;
- alternative explanations and models are recognized and analyzed;
- appropriate technology is used for gathering and analyzing data and communicating results; and research is used based on popular and scientific literature.

For More Information Contact

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Suffolk Public Schools
Disclaimer Statement

Suffolk Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies.

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Statement of Credit

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