

Waterford Public Schools

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# **Business & Finance Curriculum**

Revised 2016

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# NATIONAL ACHIEVEMENT STANDARDS FOR BUSINESS EDUCATION

*The achievement standards below were developed by the National Business Education Association (NBAE) and taken from the National Standards for Business Education © 2007 by the National Business Education Association, 1914 Association Drive, Reston, VA 20191. Additional information can be located at: <https://www.nbea.org/newsite/curriculum/standards/>.*

## INTRODUCTION

The National Standards for Business Education are based on the conviction that business education competencies are essential for all students.

- Because all students will participate in the economic system, all students need to be literate in business and economics.
- Because all students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because all students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

## CAREER DEVELOPMENT

Career Development differs from other curriculum areas in that it encompasses an individual's total lifestyle—education, occupation, social responsibility, and leisure activities. Consequently career education is best integrated into the entire curriculum rather than being viewed as an isolated unit of instruction studied at a specific time. When students begin career exploration at an early age, they gain a developmental understanding of their own strengths and weaknesses, the ever-evolving requirements of the workplace, and the relationship of lifelong learning to career success.

Because businesses increasingly view career development as an employee's rather than a company's responsibility, learning to conduct a career search and to identify career pathways has become an important part of every student's education. Profound business and economic changes now underway in the United States and other industrialized countries are radically altering the workplace, including how workers shape their careers. For example, rather than charting a career path toward a single, long-term goal, individuals will explore multiple career paths and their interrelatedness—the traditional "career ladder" in effect becomes a "career lattice." Workers will make career choices across the lifespan. Many of these career choices will be in virtual work environments.

This shift from the career ladder to the career lattice model will enable individuals to meet the needs of employers who are assembling workforces that are not only technically skilled and cross-trained but flexible and cost-effective. In this framework an individual who wants to enjoy a quality standard of living must be prepared to make wise career transitions and to continuously learn new skills.

# NATIONAL ACHIEVEMENT STANDARDS FOR BUSINESS EDUCATION

The Career Development Standards accordingly focus on the following skills:

- Assessing personal skills, abilities, and aptitudes for making a good “career fit.”
- Using career resources to explore career opportunities in both domestic and international markets.
- Developing expectations for workplace-related values, such as a strong work ethic, good working relationships, ability to succeed in culturally diverse environments, strong communication skills, continual skill improvement, and competence in managing one’s career.
- Managing the school-to-work transition, including job-search strategies and opportunities for personal and professional growth.

Whether the methodology includes informational interviewing, Internet searches, mentoring, job shadowing, school-to-career initiatives, or cooperative education, these career development standards are appropriate for all students and all program areas and play an increasingly important role in the entire educational system.

**Self-Awareness:** Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

**Career Research:** Utilize career resources to develop a career information database that includes international career opportunities.

**Workplace Expectations:** Relate the importance of workplace expectations to career development.

**Career Strategy:** Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

**School-to-Career Transition:** Develop strategies to make an effective transition from school to career.

**Lifelong Learning:** Relate the importance of lifelong learning to career success.

## ECONOMICS & PERSONAL FINANCE

The American Economy is based on a private enterprise system in which the millions of individual choices made by consumers, workers, and citizens, in sum, affect the decisions made by business owners and government officials.

The preservation and effectiveness of such a system depends on the ability of individuals to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the economic activities of the country. To make these informed decisions, individuals must understand how the system operates as well as their role in the system.

# NATIONAL ACHIEVEMENT STANDARDS FOR BUSINESS EDUCATION

The concepts contained in these standards are important for the successful management of personal financial and business activities. They link to basic economic concepts that all students should master, such as the following:

- scarcity, choice, and opportunity costs;
- productivity;
- economic systems, institutions, and incentive;
- exchange, money, and interdependence;
- markets, prices, and competition;
- supply and demand;
- the roles of consumers, governments, and citizens.

The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking, and protecting against risk. The standards reflect this emphasis.

Knowing, understanding, and applying these concepts offers the necessary analytical tools for addressing economic issues, both personal and societal. Understanding economic principles and developing sound financial literacy skills provide the basis for responsible citizenship, financial solvency, and career success.

**Allocation of Resources:** Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

**Economic Systems:** Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.

**Economic Institutions and Incentives:** Analyze the role of core economic institutions and incentives in the U.S. economy.

**Markets and Prices:** Analyze the role of markets and prices in the U.S. economy.

**Market Structures:** Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

**Productivity:** Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

**The Role of Government:** Analyze the role of government in economic systems, especially the role of government in the U.S. economy.

## NATIONAL ACHIEVEMENT STANDARDS FOR BUSINESS EDUCATION

**Global Economic Concepts:** Examine the role of trade, protectionism, and monetary markets in the global economy.

**Aggregate Supply and Aggregate Demand:** Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

**Personal Decision Making:** Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

**Earning and Reporting Income:** Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

**Managing Finances and Budgeting:** Develop and evaluate a spending/savings plan.

**Saving and Investing:** Evaluate savings and investment options to meet short- and long-term goals.

**Buying Goods and Services:** Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

**Banking and Financial Institutions:** Evaluate services provided by financial deposit institutions to transfer funds.

**Using Credit:** Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

**Protecting Against Risk:** Analyze choices available to consumers for protection against risk and financial loss.

### ENTREPRENEURSHIP

Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. All students benefit from developing an appreciation for and understanding of entrepreneurship in our economy: most of the jobs (both professional and technical) created in recent years have been in the small business sector. Forecasts indicate that this trend will continue.

Entrepreneurial skills are necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive corporate world. Entrepreneurship is a natural fit for business education because entrepreneurship integrates the functional areas of business—accounting, finance, marketing, and management—and the legal and economic environments in which any new venture operates.

## NATIONAL ACHIEVEMENT STANDARDS FOR BUSINESS EDUCATION

Today, entrepreneurial ventures are particularly impacted by the development of technology and by the Internet and the rise of e-commerce. These updated standards reflect this impact with their inclusion of performance expectations related to

- recognizing the importance of technology to business operations and performance;
- surveying the range of electronic tools now available for business record keeping; and
- using interactive Internet technologies (blogs, webcasts, etc.) to identify and solve various business problems, including developing a business “presence” on the Internet.

As indicated in these standards, instruction in entrepreneurship begins with developing an appreciation for the “entrepreneurial mindset” and for the fundamentals of beginning a new business venture in students in intermediate and middle school grades, and then advancing to more abstract applications at the upper educational levels. Considering the ever-changing nature of the workplace, few subjects provide knowledge that is more valuable to all students across all curriculum areas, regardless of their career orientation.

**Entrepreneurs and Entrepreneurial Opportunities:** Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

**Marketing:** Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

**Economics:** Apply economic concepts when making decisions for an entrepreneurial venture.

**Finance:** Use the financial concepts and tools needed by the entrepreneur in making business decisions.

**Accounting:** Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

**Management:** Develop a management plan for an entrepreneurial venture.

**Global Markets:** Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

**Legal:** Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

**Business Plans:** Develop a business plan.

# NATIONAL ACHIEVEMENT STANDARDS FOR BUSINESS EDUCATION

## MANAGEMENT

Management is the process of using organizational resources effectively and efficiently to achieve organizational goals through planning, organizing, leading/directing, and evaluating/controlling. Management education helps students understand and analyze various management theories and apply them to the workplace. Management education also helps students understand basic management functions, their interrelationships, and the organization's competitive niche.

Successful managers are able to maximize the utilization of human resources. They are leaders who understand the benefits of teamwork and consensus building inside and outside an organization's operations. They recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. And like entrepreneurs, successful managers know that the ability to discern and respond quickly to changing economic conditions and new business opportunities is crucial to remaining viable in the marketplace.

These revised standards therefore reflect:

- an increased emphasis on the higher-level thinking skills required to successfully manage people and businesses,
- a recognition of the role change management plays in today's organizations,
- an appreciation for the importance of ethical and corporate responsibility, and
- the necessity of incorporating global perspectives in business today.

The study of management is an essential component in the design and delivery of the business education curriculum. The standards outlined in this section provide a solid framework for helping students build a strong knowledge base and develop effective management skills. Mastery of these standards will help students lay the groundwork for managerial competence in the global marketplace.

**Management Functions:** Analyze the management functions and their implementation and integration within the business environment.

**Management Theories:** Analyze management theories and their application within the business environment.

**Business Organization:** Analyze the organization of a business.

**Personal Management Skills:** Develop personal management skills to function effectively and efficiently in a business environment.

**Ethics and Social Responsibility:** Examine the role of ethics and social responsibility in decision making.

**Human Resources Management:** Describe human resource functions and their importance to an organization's successful operation.

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**Organized Labor:** Describe the role of organized labor and its influence on government and business.

**Technology and Information Management:** Utilize information and technology tools to conduct business effectively and efficiently.

**Industry Analysis:** Analyze a business organization's competitive position within the industry.

**Financial Decision Making:** Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

**Operations Management:** Apply operations management principles and procedures to the design of an operations plan.

**Global Perspective:** Examine the issues of corporate culture and managing in the global environment.

## **PRINCIPLES OF MANAGEMENT I**

This course is designed to provide a basic understanding of the essential elements of business management. The course will introduce the student to the fundamental management functions including planning, organizing, implementing and controlling. These management functions will encompass practical applications of management theory. The course is designed with a skills based approach and focuses on: communication (oral, written, non-verbal and listening), problem solving, teamwork, decision making, conflict resolution, critical analysis and ethical reasoning. Students will be introduced to work related situations that will help foster the management skills necessary for a successful future.

Credit: 1.0

Prerequisite: none

# PRINCIPLES OF MANAGEMENT I

## UNIT 1: BUSINESS & ENVIRONMENT

### Objectives

- Students will identify the nature of a(n) business /organization.
- Students will understand characteristics of successful entrepreneurs.
- Students will identify the roles Human Resources play in business.
- Students will evaluate societal issues and the roles ethics play in business.
- Students will recognize the types of economies and what differentiates Economic wants and Non-Economic wants.
- Students will understand the fundamentals of Capitalism.
- Students will understand the importance of International Business and the forms it may take place in.
- Students will identify the theories of International Trade and investments.

### Essential Questions

- What is business?*
- What are the characteristics of successful entrepreneurs?*
- Why do we need to understand the economy?*
- How do ethical issues and societal values affect business and the decisions they make?*
- What are the various types of economical political systems?*
- What is capitalism and how does it affect our economy?*
- How can a person characterize economic wants and non-economic wants?*
- What role does international business play in business?*
- What laws and regulations must a business be aware of when conducting International trade?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
The grade level expectations should be items that will denote how the national/state standards will be achieved.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> </ul>
Compare the forms of business ownership.		
Evaluate different forms of ownership as the business evolves.		
Define ethics.		
Define code of ethics.		
Define business ethics and social responsibility.		
Explain the importance of ethical standards in conducting business.		
Describe ethical dilemmas faced by managers.		

## PRINCIPLES OF MANAGEMENT I

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Examine a business code of ethics.	<ul style="list-style-type: none"> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Identify the impact of unethical behavior on a business.		
Identify ways in which a business organization demonstrates social responsibility towards stakeholders.		
Evaluate a business code of ethics.		
Recognize long-term impact of practicing social responsibility.		

# PRINCIPLES OF MANAGEMENT I

## UNIT 2: FORMS OF OWNERSHIP

### Objectives

- Students will identify the difference between proprietorships and partnerships.
- Students will understand the role of entrepreneurs in the free enterprise market.
- Students will identify the characteristics of a Corporation.
- Students will understand the steps a corporation ensures to attain one's status.
- Students will recognize specialized types of organizations.

### Essential Questions

- What are the characteristics of a Proprietorships and Partnership?*
- Which kinds of businesses are most suited to proprietorship form of business ownership and which are most suited to partnership form of business ownership?*
- What is an Entrepreneur? What are the characteristics of a successful Entrepreneur?*
- How does a business become a corporation?*
- Who enforces the rules and regulations for corporations? Provide three methods used by state and local governments to regulate business.*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify ways businesses compete.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Define competitive advantage.		
Compare various forms of competition (pure competition, monopolistic competition, oligopoly and monopoly).		
Describe how various laws (e.g., Sherman Antitrust Act and Robinson-Patman Act) impact competition.		
Analyze various businesses to determine their competitive advantage.		
Describe the process of conducting an industry analysis.		
Analyze relative competitive strengths and weaknesses using appropriate tools (e.g., SWOT analysis).		
Discuss and define diversity.		
Recognize the similarities and differences among cultures.		
Identify strategies for managing a culturally diverse workforce.		
Define forms of global partnering (e.g., licensing, joint ventures, exporting, importing and franchising).		
Identify the advantages of a diverse workforce.		

## PRINCIPLES OF MANAGEMENT I

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the benefits of global partnering.		
Analyze business situations to determine opportunities for global partnering.		

# PRINCIPLES OF MANAGEMENT I

## UNIT 3: INFORMATION & COMMUNICATION SYSTEMS

### Objectives

Students will understand the effects of technology on work and business.  
 Students will have full knowledge of the impact technology has on today's business as well for the future.  
 Students will identify the common uses of the Internet for businesses.  
 Students will identify the communication process and channels of a business.  
 Students will identify ways to improve communications in organizations.

### Essential Questions

*When was the Internet started and who was it intended for?*  
*What other business activities are included in e-commerce besides buying and selling?*  
*What are the major channels used in business for communicating?*  
*Why are communication skills important to successful organizations?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the importance of time management.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Identify the need for lifelong learning.		
Identify effective communication skills.		
Evaluate and modify a time management plan as appropriate.		
Describe the need for effective communication in business.		
Describe the advantages and disadvantages of networking to achieve personal goals.		
Identify available resources for making professional contacts.		
Identify avenues for professional growth.		
Identify major problems that prevent effective communication in business.		
Describe the advantages and disadvantages of networking to achieve professional goals.		
Define e-business.		
Explore e-business web sites.		
Discuss the advantages and disadvantages of e-business.		
Evaluate an e-business web site.		
Analyze the impact of e-business on profitability.		

# PRINCIPLES OF MANAGEMENT I

## UNIT 4: MANAGEMENT RESPONSIBILITIES

### Objectives

Students will identify the goals of the organization.

Students will utilize the managerial functions to attain goals of the organization: (1) Planning – analyzing information and making strategic decisions; (2) Organizing – allocating resources to complete operational goals; (3) Implementing – execute management plans; and (4) Controlling – analyzing feedback and results of operation.

Students will identify the roles in the management hierarchy.

Students will evaluate the characteristics of managers.

Students will recognize the dynamics of change that impact an organization.

Students will identify motivation theories that impact management (Maslow, Herzberg, McClelland).

### Essential Questions

*What is management?*

*What makes a successful manager?*

*Why are there various levels of management?*

*How do you manage change?*

*What are the qualities a leader should possess?*

*How have Maslow, Herzberg, and McClelland's theories impacted today's workplace ideals?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify leaders and discuss leadership qualities.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Discuss characteristics of effective and ineffective leaders.		
Define and explain the importance of leadership.		
Differentiate between leading and managing.		
Compare and contrast leadership styles.		
Identify the leadership style most appropriate for a given situation.		
Analyze management skills for leading and directing at various management levels.		
Compare and contrast the leading/directing function to the other management functions.		
Identify management levels.		
Describe the interaction between and among management levels.		
Analyze management levels for a specific business.		

# PRINCIPLES OF MANAGEMENT I

## UNIT 5: PRODUCTION & DEVELOPMENT

### Objectives

Students will identify the steps in new product development.

Students will understand the differences among manufacturing processes.

Students will describe several important considerations in locating a manufacturing business and organizing the production process.

Students will describe the ways businesses maintain product and service quality.

Students will identify the characteristics of services that make them different from products and the challenges service businesses face in meeting customer needs.

Students will describe the importance of marketing and its role in the economy.

Students will identify factors involved in establishing product price and common pricing strategies.

### Essential Questions

*What three steps must a business follow before it can offer new products to consumers?*

*Why should a company produce a model of a new product before it begins to produce large quantities of the product?*

*Why should some businesses locate close to sources of raw materials while others should locate close to their customers?*

*What four characteristics make services different from products?*

*What activities are a part of marketing?*

*Why is it important for businesses to consider both the customer and the business when planning the sale of products?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain why businesses are continually looking for new product ideas and ways to improve their current products.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Compare the ways companies use different manufacturing processes, depending on the type of product and the needs of customers.		
Synthesize logical reasons how companies know where to put their facilities, manufacturers consider the location and availability of raw materials, transportation methods, and supplies of energy and water.		
Identify individual business people make decisions about what they will produce and individual consumers make decision about what they want to purchase.		
Explain with examples why customers must view the product as a good value for the price.		

## PRINCIPLES OF MANAGEMENT I

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze different manufacturing processes, and identify alternate plans for companies to manufacture goods depending on the type of product and the needs of customers.		
Compare and contrast different businesses and how their new product ideas are to improve their current products.		
Identify management levels.		
Describe the interaction between and among management levels.		
Analyze management levels for a specific business.		

# PRINCIPLES OF MANAGEMENT I

## UNIT 6: FINANCIAL MANAGEMENT

### Objectives

- Students will understand financial records for businesses.
- Students will analyze financial budgets for businesses.
- Students will understand the different options to finance a business.
- Students will identify different financial services.
- Students will understand the importance of insurance for business.

### Essential Questions

- What are the financial records that a business must track?*
- How does business use these financial records to track profit and losses for the company?*
- What is the “accounting equation”?*
- Why are budgets necessary in running a successful business?*
- How can various financial experts assist business to maximize their success?*
- What is the difference between common stock and preferred stock?*
- How can companies obtain short term and long term capital?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Describe the purpose of financial statements.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Identify sources of financing.		
Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement and statement of net worth).		
Assess the short-term and long-term financial needs of a business.		
Analyze statistical tools useful in making financial decisions.		

# PRINCIPLES OF MANAGEMENT I

## UNIT 7: BUSINESS MARKETING

### Objectives

Students will understand the importance of product planning and production management.

Students will analyze the nature and scope of marketing.

Students will understand product development and distribution.

Students will analyze pricing and promotion for products.

### Essential Questions

*What are the steps a business takes in developing a new product?*

*What are the important factors a business must take into account when locating their business?*

*How can a business maintain product and service quality?*

*What role does marketing play in the economy?*

*What are the four elements of the marketing mix?*

*What is the product life cycle?*

*How does packaging and branding impact buyers?*

*What are the major distribution methods used to transport products?*

*How do consumers make their buying decisions?*

*How do companies establish price points?*

*What are common promotional methods?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Define the term “product”.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Describe how marketing uses branding.		
Describe how marketing uses packaging and labeling.		
Explain the advantages and disadvantages of manufacturer’s brands and private brands.		
Create a marketing plan for a product.		
Explain the four stages of a product’s life cycle.		
Discuss the factors that influence a promotional mix.		
Summarize the characteristics of a target market.		
Discuss the four types of advertising.		
Define the six types of media.		
Explain the components of an advertising campaign.		

## PRINCIPLES OF MANAGEMENT I

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Summarize the difference between institutional and promotional advertising.		
Define the four channels of distribution.		
Summarize the six elements of a supply chain.		
Explain the importance of a global market.		
Create a channel of distribution for a product.		

# PRINCIPLES OF MANAGEMENT I

## RESOURCES

Business Principles and Management, 12<sup>th</sup> Edition, Burrow, Kleindl & Everard  
Business Principles and Management, 12<sup>th</sup> Edition; Workbook

### Videos:

- Shark Tank
- Beyond the Tank
- The Profit

### Others:

- Use of computer lab
- Animoto
- Monopoly
- Apprentice Challenge
- Boston Fieldtrip / New York Fieldtrip- Alternating years
- guest speakers

## PACING GUIDE

Unit	Semester 1	Semester 2
Unit 1: Business & Environment	X	
Unit 2: Forms of Ownership	X	
Unit 3: Information & Communication Systems	X	
Unit 4: Management Responsibilities	X	>
Unit 5: Production & Development		X
Unit 6: Financial Management		X
Unit 7: Business Marketing		X

## **PRINCIPLES OF MANAGEMENT II**

Principles of Management II is a skill based and project based course that allows students to demonstrate the lessons learned in the Principles of Management I course. Students will continue to develop knowledge of business management concepts as well as apply the previous concepts learned. These include types of business ownership, financing business operations, procedures for recruiting and hiring new employees, record keeping systems, basic marketing concepts and the four elements of the marketing mix, and a unit on sports marketing. Students enrolled in this course are the primary managers of the WHS School Store.

Credit: 1.0

Prerequisite: completion of Principles of Management I with a C or better and teacher recommendation

# PRINCIPLES OF MANAGEMENT II

## UNIT 1: BUSINESS OWNERSHIP

### Objectives

- Students will recognize the different types of businesses that can be owned and managed.
- Students will understand the differences between types of business ownership.
- Students will consider the factors that influence success in international business.
- Students will identify ethical responsibilities of businesses.
- Students will identify the roles of business in the economy.
- Students will understand supply and demand principles and why they are important to businesses.
- Students will recognize the responsibilities that accompany business ownership.

### Essential Questions

- Should state and federal governments pass laws to require businesses to be socially responsible?*
- Why are there more proprietorship in the U.S. than partnerships and corporations?*
- Why are there more legal requirements for a corporation than for a partnership or proprietorship?*
- Why is it important to identify the social, cultural and economic norms of a country before deciding to engage in international trade?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Recognize the different types of businesses you can own and manage.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Compare and contrast the three common forms of business ownership.		
Describe the steps to follow in starting a new business.		
Discuss the factors that influence success in international business.		
Identify ethical responsibilities of businesses.		
Identify the roles of business in the economy.		
Recognize the responsibilities that accompany business ownership.		

# PRINCIPLES OF MANAGEMENT II

## UNIT 2: BUSINESS FINANCES

### Objectives

- Students will recognize the ways businesses are financed.
- Students will describe factors to consider in financing business operations.
- Students will describe common financial services needed by businesses.
- Students will identify several financial institutions that serve businesses.
- Students will describe the importance of financial records for businesses.
- Students will identify financial records commonly used by managers.
- Students will describe how businesses use credit wisely.
- Students will understand the need to manage risk in business with and without insurance.

### Essential Questions

- Why can a company with good products and services fail?*
- Why would the owner of a business want to offer ownership opportunities to a partner?*
- Why would a company that is making a profit still need to obtain financing?*
- How will a carefully prepared business plan help a business owner obtain financing from a bank?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Recognize the ways businesses are financed.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Describe factors to consider in financing business operations.		
Describe common financial services needed by businesses.		
Identify several financial institutions that serve businesses.		
Describe the importance of financial records for businesses.		
Identify financial records commonly used by managers.		
Describe how businesses use credit wisely.		
Understand the need to manage risk in business with and without insurance.		

## PRINCIPLES OF MANAGEMENT II

### UNIT 3: EMPLOYEES & MANAGEMENT

#### Objectives

- Students will identify how employee needs are satisfied by human resources activities.
- Students will describe procedures for recruiting and hiring new employees.
- Students will develop procedures to manage employee performance.
- Students will discuss how to provide employee training. Justify the value of planning for a business.
- Students will differentiate between the two levels of planning.
- Students will provide examples of seven planning tools used by managers.
- Students will identify four characteristics of a good organization.
- Students will define two traditional types and two newer types of organization structure.

#### Essential Questions

- Why should companies try to keep employees who work for them?*
- Why are job descriptions and job specifications important when recruiting and hiring a new employee?*
- How can managers use the work environment and motivation to improve employee performance?*
- Why is operational planning a greater responsibility for middle-level managers and supervisors than for executives?*
- In what ways can businesses organize their work into divisions?*
- How does a business plan help with planning and organizing?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify how employee needs are satisfied by human resources activities.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Describe procedures for recruiting and hiring new employees.		
Discuss the steps used to interview and hire employees.		
Describe how companies provide employee training.		
Develop procedures to manage employee performance.		
List some practices that keep employees satisfied with their jobs.		
Name at least three practices that might cause employees to become dissatisfied.		
Identify effective ways to recruit employees.		
Describe how companies provide employee training.		
Identify three jobs that could be part of the same career path.		
Justify the value of planning for a business.		
Differentiate between the two levels of planning.		
Identify examples of strategic and operational planning.		

## PRINCIPLES OF MANAGEMENT II

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Provide examples of planning tools used by managers.		
Develop the headings of an organizational chart.		
Identify four characteristics of a good organization.		
Define two traditional types, and two newer types, of organization structure.		
List three purposes of an organization chart.		
Explain the difference between a traditional work team and a self-directed work team.		

## PRINCIPLES OF MANAGEMENT II

### UNIT 4: FINANCIAL RECORD KEEPING

**Objectives**

- Students will discuss record keeping systems needed in large and small businesses.
- Students will identify and discuss types of records used in businesses.
- Students will define depreciation and obsolescence.
- Students will give two reasons why assets should be safe-guarded against damage or losses.
- Students will describe different types of business budgets.
- Students will explain how businesses use budgets to help them run efficiently.

**Essential Questions**

- Why is depreciation considered a cost of doing business?*
- Why can't budgets be followed exactly as prepared?*
- Why is it important for managers to compare budgeted amounts with actual amounts spent?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Discuss record keeping systems needed in large and small businesses.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Give at least three suggestions for the safe handling of cash.		
Identify and discuss types of records used in businesses.		
Define depreciation and obsolescence.		
Give two reasons why assets should be safe-guarded against damage or losses.		
Describe different types of business budgets.		
Explain how businesses use budgets to help them run efficiently.		

# PRINCIPLES OF MANAGEMENT II

## UNIT 5: MARKETING

### Objectives

- Students will discuss the importance of marketing and its role in the economy.
- Students will identify the activities that are a part of marketing.
- Students will define basic marketing concepts and the four elements of the marketing mix.
- Students will explain the four stages of the product life cycle
- Students will identify the consumer goods classifications.

### Essential Questions

- Why are the physical handling of a product, and customer service important parts of distribution planning?*
- How does competition change as products progress through the stages of their life cycle?*
- How can the same product be both an industrial good and a consumer good?*
- In what ways are trucking companies, banks and warehouses marketing businesses?*
- How are valuing and grading used in the marketing of products at a supermarket?*
- Why is it important for a business to conduct market research before deciding what to produce and sell?*
- How can a product's package be used to satisfy customers?*
- Why is a consumer willing to spend time shopping for some products but not for others?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Discuss the importance of marketing and its role in the economy.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
List the activities that are a part of marketing.		
Define basic marketing concepts and the four elements of the marketing mix.		
Explain the four stages of the product life cycle.		
Identify the consumer goods classifications.		

## PRINCIPLES OF MANAGEMENT II

### UNIT 6: SPORTS MANAGEMENT & MARKETING

#### **Objectives**

- Students will explain the economic impact of sports and entertainment.
- Students will discuss the history of sports and entertainment and its impact on today's markets.
- Students will discuss the use of marketing tools to sell sports and entertainment products.
- Students will explain risks and risk management of sports and entertainment events.
- Students will compare and contrast the marketing of sports and entertainment products.
- Students will define sports marketing and identify the different categories of sports.
- Students will differentiate between amateur sports and professional sports.
- Students will discuss the significance of international and women's sports in today's marketplace.
- Students will define the sports consumer and explain market segmentation.
- Students will identify sports products and differentiate between sports goods and services.
- Students will explain the economic impact of sports marketing.
- Students will understand sponsorship proposals and contracts.
- Students will understand endorsement contracts.

#### **Essential Questions**

- How would you define sports and entertainment marketing?*
- How would you describe the consumers of sports and entertainment marketing?*
- What kinds of marketing strategies do you think sports and entertainment businesses use?*
- How does sports and entertainment marketing affect the economy?*
- Have sports and entertainment always been considered big business?*
- How has the marketing of sports and entertainment evolved over the past 100 years?*
- How is marketing used by both amateur and professional sports organizations?*
- In what ways have sports changed during the 20th century?*
- Why are extreme sports popular today?*
- What types of sporting goods and services are available to consumers?*

## PRINCIPLES OF MANAGEMENT II

Knowledge and Skills	Instructional Strategies	Evidence of Learning
List major environmental influences on sports and entertainment demand.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Research sports and entertainment marketing information.		
Explain legislation that impacts sports and entertainment marketing.		
Identify components and content for a sponsorship proposal.		
Define and explain sponsorship issues.		
Categorize costs associated with a sponsorship.		
Identify types of sponsorship sales and relationship development.		
Examine and explain benefits of sponsorship opportunities.		
Explain laws that may affect a sponsorship agreement.		
Identify components of endorsement contracts.		
Discuss issues related to celebrity behavior on endorsements.		
Research the rationale for a business to engage in endorsement contracts.		

## PRINCIPLES OF MANAGEMENT II

### UNIT 7: INTERNATIONAL BUSINESS

#### **Objectives**

- Students will differentiate between domestic and international business.
- Students will explain how the availability of economic resources impact international trade.
- Students will describe basic international business activities and how they are used to develop or restrict international trade.
- Students will explain how a country's economic system affects how they make economic decisions.
- Students will identify skills for international business and describe their importance for workers, consumers, and citizens.
- Students will compare and contrast ethical and unethical behavior in various countries.
- Students will list the factors that account for differences in ethical behavior within a culture.
- Students will list the advantages and disadvantages of outsourcing.
- Students will provide examples of socially responsible behavior.
- Students will evaluate the effectiveness of regulating ethics and social responsibility.
- Students will describe the issues that may arise from electronic collection of personal data.
- Students will list the steps that businesses can take to be environmentally conscious.

#### **Essential Questions**

- What is the importance of International Business?*
- Why do companies frequently expand their business operations to the global markets?*
- What are the benefits and drawbacks of doing business in other countries?*
- How do the environmental factors of a nation impact its economic decisions?*
- What constitutes ethical versus unethical behavior in a country?*
- What are the consequences of unethical behavior?*
- Is there a benefit to a company of being socially responsible?*
- Can a business be profitable and environmentally conscious?*
- How do you prevent global businesses from exploiting your personal data?*

## PRINCIPLES OF MANAGEMENT II

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Understand international business basics.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Determine the causes of globalization.		
Understand the role of importing, exporting, and trade relations.		
Explain how a countries economic system affects their economic decisions.		
Explore international career planning.		
Explore strategies for managing ethical behavior across borders.		
Explore strategies for managing corporate social responsibility across borders.		
Identify international environmental concerns.		

## PRINCIPLES OF MANAGEMENT II

### UNIT 8: SOCIAL MEDIA & MARKETING

#### Objectives

Students will understand how social media has created a shift in communications.

Students will understand the current state of social media marketing.

Students will understand high level applications of the top 10 social networks: Facebook, Twitter, LinkedIn, Google+, YouTube, Foursquare, Tumblr, Instagram, Pinterest, and Flickr.

Students will understand the role of PR in the changing media landscape.

Students will understand the relationships between different digital entities.

Students will create and maintain a business presence on Facebook, Twitter, and Google+.

Students will understand how marketers and businesses use social media.

#### Essential Questions

*When and how did Social Media start?*

*How has Social Media affected the economy and business?*

*How do companies track the success of their Social Media?*

*Why are Social Media Management tools important?*

*Why social media policies are important?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Understand social media fundamentals.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand basic social media etiquette.		
Create a social media campaign.		
Publish social media updates and engage with a community.		
Apply social media best practices to enhance their personal brand.		
Understand social media advertising.		
Create and follow a social media policy.		

# PRINCIPLES OF MANAGEMENT II

## RESOURCES

Business Principles and Management, 12<sup>th</sup> Edition, Burrow, Kleindl & Everard

### Videos:

- Shark Tank
- The Profit
- Field of Dreams
- The Social Network

### Others:

- Use of computer lab
- WHS School Store
- Dodd stadium tour
- Mohegan Sun Arena tour
- The Apprentice Challenge
- Boston Fieldtrip / New York Fieldtrip- Alternating years
- guest speakers

## PACING GUIDE

Unit	Semester 1	Semester 2
Unit 1: Business Ownership	X	
Unit 2: Business Finances	X	
Unit 3: Employees & Management	X	
Unit 4: Financial Record Keeping	X	
Unit 5: Marketing	X	>
Unit 6: Sports Management & Marketing		X
Unit 7: International Business		X
Unit 8: Social Media & Marketing		X

## **PERSONAL FINANCE**

Personal Finance is an introductory course to teach students about the personal financial issues they will need to deal with now and in the future. Students will develop a foundation of knowledge in financial literacy regarding the basics of personal finance. These include personal decision making, personal income, managing finances and budgeting, saving and investing, buying goods and services, banking and financial institutions, using credit, protecting against risk, and knowing where to find resources to answer future questions.

Credit: 0.5

Prerequisite: none

# PERSONAL FINANCE

## UNIT 1: MONEY & EMPLOYMENT

### Objectives

Students will be able to use a career plan to develop personal income potential.  
 Students will analyze how career choice, education, and skills affect income and goal attainment.  
 Students will identify various ways people earn a living.

### Essential Questions

*How does an individuals' education and acquired job skills affect their income?*  
*What tools are available for individuals to research and find employment and career pathways?*  
*What responsibilities does an employee have in the workplace that has a direct impact on their income and evaluation?*  
*Why are goals, values, lifestyle choices, and personalities important when choosing a career path?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate tools and resources that aid in choosing a career pathway.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a personal goal Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand how personality characteristics should influence one's career choice.		
Understand how career choices will affect personal finances.		
Understand that career choices will directly impact the level of financial stability in their future.		
Understand how good career choices will reap greater financial rewards.		
Identify and understand the history and uses of today's currency.		
Apply a decision making model to choosing a job.		
Analyze graphic data on annual earnings and education levels.		
Evaluate tools and resources that aid in choosing a career pathway.		
Understand how personality characteristics should influence one's career choice.		
Understand how career choices will affect personal finances.		
Understand that career choices will directly impact the level of financial stability in their future.		
Understand how good career choices will reap greater financial rewards.		
Identify and understand the history and uses of today's currency.		
Apply a decision making model to choosing a job.		
Analyze graphic data on annual earnings and education levels.		

# PERSONAL FINANCE

## UNIT 2: MONEY, INCOME & TAXES

### **Objectives**

Students will know the effect on take-home pay of changing the allowances claimed on an “Employees’ Withholding Allowance Certificate” (IRS Form W-4).

Students will analyze and identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

Students will differentiate between earned and unearned income.

Students will be able to distinguish between income and wealth.

Students will identify sources of unearned income (e.g., transfer payments and gifts)

Students will be able to calculate net pay.

### **Essential Questions**

*What is the purpose and effect of the W-4 tax form and other tax forms?*

*What are the components included in a paycheck?*

*How do benefit packages affect ones overall income?*

*How are deductions calculated on a sample paycheck?*

*What obligations do societies have to their government through the tax system?*

*What is the structure of our current income tax plan and how does this affect society?*

*How would you change our current tax plan?*

*What effect would your tax plan have on the economy, the government’s revenue, and the people?*

*What impact can ethics have for tax payers and paying taxes?*

*What impact can ethics have for businesses and taxes?*

## PERSONAL FINANCE

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Understand how different levels of income are generated, processed, and paid out.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Comprehend a basic level of understanding for the United States' tax system.		
Identify what components affect income and pay.		
Evaluate the need for tax systems.		
Analyze the relationship between ethics, taxes, and income.		
Discuss the consequences of breaking tax laws.		
Students will be able to explain how scarcity affects the economic choices people make.		
Students will be able to apply the concept of opportunity cost.		
Discuss issues of tax fairness.		
Identify the three levels of government that tax a person's income		
Correctly complete a federal income tax form.		

# PERSONAL FINANCE

## UNIT 3: BUDGETING

### Objectives

- Students will be able to organize personal finances and use a budget to manage cash flow.
- Students will know how to develop and evaluate a budget plan.
- Students will identify various sources of money for personal spending.
- Students will be able to construct and use a personal budget plan and evaluate it according to short- and long-term goals.
- Students will identify ways in which individuals and families obtain financial resources.
- Students will define fixed and variable expenses.
- Students will be able to analyze, categorize and classify expenses as fixed or variable.
- Students will be able to determine discretionary income in a budget plan.

### Essential Questions

- What steps are appropriate to take when building a budget?*
- What are the various types of income included in a budget?*
- What are the various types of expenses included in a budget?*
- What is the difference between fixed and variable expenses?*
- What are necessities?*
- How can one differentiate between a need and a want?*
- Why are goals important in the budget process?*
- Why is it important to keep track of your spending?*
- How does a budget change throughout an individual's lifetime?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the key components included in building a budget.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand how to modify a budget as external factors change.		
Comprehend how to maintain a budget to be financially successful.		
Practice categorizing different types of income and expenses.		
Understand the importance of goal setting within a budget.		
Discuss external influences that affect ones budget over time.		
Analyze the effect that different income levels have on budgets.		
Build and analyze a personalized budget for themselves.		
Analyze charts showing the categories of household expenditures.		
Analyze trade-offs of an economic decision.		

# PERSONAL FINANCE

## UNIT 4: BANKING & FINANCIAL INSTITUTIONS

### Objectives

Students will understand banking services are an integral part of managing and organizing financial transactions.

Students will be able to evaluate services provided by financial deposit institutions to transfer funds.

Students will identify various types of financial institutions.

Students will identify the rights and responsibilities associated with using a checking account.

Students will describe the steps involved in opening and using a checking account.

Students will compare and contrast the different types of checking accounts offered by various financial institutions.

Students will be able to differentiate among types of electronic monetary transactions (e.g., debit cards, ATM, and automatic deposits/payments) offered by various financial institutions.

Students will be able to identify other means of transferring funds (e.g., money orders and certified checks).

Students will evaluate services and related costs associated with financial institutions in terms of personal banking needs.

Students will be able to describe and use the steps involved in the bank reconciliation process.

Students will compare and contrast the various forms of endorsement.

Students will compare costs and benefits of online and traditional banking.

Students will analyze privacy and security issues associated with financial transactions.

Students will be able to identify the functions of the Federal Reserve System.

### Essential Questions

*What are the characteristics of opening and utilizing a checking account?*

*What are the characteristics of opening and utilizing a savings account?*

*What are the different types of electronic monetary services offered by financial institution?*

*What are the functions of the Federal Reserve System?*

*What steps should be taken to protect your identity and your accounts*

*What are the functions of the FDIC?*

*Why would a family choose not to utilize a deposit account at a bank?*

## PERSONAL FINANCE

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Clearly understand the diverse resources that are available to consumers offered by financial institutions.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand how to choose a financial institution.		
Understand how to manage one’s money using different accounts.		
Examine the various types of bank accounts available.		
Examine the various types of bank accounts available.		
Understand the effects of using electronic monetary transactions, such as debit cards, ATMs, automatic deposits/payments, etc.		
Analyze how bank accounts can earn income.		
Discuss identity theft and the warning signs.		
Understand the difference between a bank and a credit union.		

# PERSONAL FINANCE

## UNIT 5: USING CREDIT

### Objectives

Students will analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Students will be able to explain when and why borrowing is used for the purchase of goods and services.

Students will be able to describe the risks and responsibilities associated with using credit.

Students will be able to identify the opportunity cost of credit decisions.

Students will be able to identify methods of establishing and maintaining a good credit rating.

Students will be able to determine the advantages and disadvantages of using credit.

Students will be able to evaluate the various methods of financing a purchase.

Students will be able to define interest as a cost of credit and explain why it is charged.

Students will be able to select an appropriate form of credit for a particular buying decision.

Students will be able to explain the need for a sound credit rating.

Students will be able to analyze credit card features and their impact on personal financial planning.

Students will be able to explain how the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged.

Students will be able to explain why an interest rate varies with the amount of assumed risk.

Students will be able to calculate a payment schedule for a loan.

Students will be able to analyze various sources and types of credit (e.g. short-and long term) and related costs.

Students will be able to explain credit ratings and credit reports and describe why they are important to consumers.

Students will be able to describe the relationship between credit rating and the cost of credit.

Students will be able to analyze the sources of assistance for debt management.

Students will be able to identify the components listed on a credit report and explain how that information is used and how it is received by and reported from the credit reporting agencies.

Students will be able to identify specific steps that consumers can take to minimize their exposure to identity theft.

Students will be able to describe problems that occur when one is the victim of identity theft.

Students will be able to identify specific steps that should be taken by a victim of identity theft.

Students will be able to identify ways that thieves can fraudulently obtain personal information

Students will be able to explain the implications of bankruptcy.

### Essential Questions

*Identify different sources of credit & credit laws*

*Identify the relationship between principal and APR?*

*Distinguish between legal and illegal types of credit.*

*Compare different interest rates (i.e. fixed and variable)?*

*What different fees are associated with credit?*

## PERSONAL FINANCE

*Understand how to compute interest*  
*What is the effect of paying the minimum amount payment on a credit card?*  
*Explain why interest rates vary.*  
*How do you establish good credit?*  
*How can your credit rating affect you in the future?*  
*How can incentives deceive consumers?*  
*What resources are available to help individuals with high credit card debt?*  
*Give examples of the benefits of financial responsibility and the costs of financial irresponsibility.*  
*Identify strategies for effective debt management.*  
*How can one protect them-self from identity theft?*  
*What are the factors associated with filing bankruptcy?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify different sources of credit.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand credit laws.		
Identify the relationship between principal and APR.		
Distinguish between legal and illegal types of credit.		
Compare different interest rates (i.e. fixed and variable).		
Understand the different fees associated with credit.		
Understand how to compute interest.		
Understand the effect of paying the minimum amount payment on a credit card.		
Explain why interest rates vary.		
Current consumer decisions regarding credit can positively and negatively affect their long term financial plans.		
Understand how to establish good credit.		
Explain how credit rating can affect your future.		
Explain how incentives can deceive consumers.		
Know which resources are available to help individuals with high credit card debt.		
Understand how someone can protect themselves from credit card debt.		
Identify the factors associated with filing bankruptcy.		

# PERSONAL FINANCE

## UNIT 6: SAVING & INVESTING

### **Objectives**

Students will know how to implement a diversified investment strategy that is compatible with personal goals.

Students will be able to evaluate savings and investment options to meet short- and long-term goals.

Students will be able to describe why and how people save.

Students will be able to identify the opportunity costs of saving.

Students will be able to differentiate between saving and investing.

Students will be able to distinguish between simple and compound interest.

Students will be able to explain why a savings and investing plan changes as one proceeds through the life cycle.

Students will be able to explain how and why the stock market works.

Students will be able to identify the risk/return trade-offs for saving and investing.

Students will be able to analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.

Students will be able to develop financial goals for the future based on one's lifestyle expectations and career choices.

Students will be able to calculate and apply the Rule of '72.

### **Essential Questions**

*What resources are available to consumers when making saving and investment choices?*

*What types of accounts are used for saving and what types of accounts are used for investing?*

*How does one save?*

*Why is investing good for our economy?*

*What is the relationship of risk and return?*

*What are the different types of stock available?*

*How do you value stock?*

*How do you buy and sell stock?*

*What are the pros and cons with investing in the stock market?*

*Identify the characteristics of Bonds, Mutual Funds, and other investing options*

*What is the rule of 72?*

*What are the pros, cons, and risks in investing?*

*What are the factors included in saving for retirement?*

## PERSONAL FINANCE

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the benefit of starting young to save for retirement.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand the effect that saving and investing has on financial management.		
Apply criteria for choosing a savings or investment instrument (e.g., market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).		
Identify different factors associated with making the best personal investment choices.		
Understand the impact and importance of saving and investing.		
Have a foundational knowledge of different saving and investment options.		
Understand how to analyze and choose the best investment options for them.		
Evaluate the benefits of investing for retirement early in life.		
Discuss the risk/return relationship associated with investing.		
Categorize investments as to levels of risk.		
Define stocks, stock markets, mutual funds, and other related market vocabulary.		
Describe risks and rewards involved in stock market investments.		

# PERSONAL FINANCE

## UNIT 7: PROTECTING YOUR ASSETS

### Objectives

Students will know appropriate and cost-effective risk management strategies.

Students will be able to analyze choices available to consumers for protection against risk and financial loss.

Students will be able to identify risk in life and how to gain protection against the consequences of risk.

Students will be able to explain how all types of insurance are based on the concept of risk sharing and statistical probability.

Students will be able to evaluate insurance as a risk management strategy.

Students will be able to identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, home and apartment, health, life, long term care and disability).

Students will be able to explain why insurance needs change throughout the life cycle.

Students will be able to identify various suppliers of insurance (e.g., public and private).

Students will be able to explain the role of insurance in financial planning.

### Essential Questions

*How can an individual gain protection against the consequences of risk?*

*What does property insurance cover?*

*What are the pros and cons of insurance?*

*How will insurance needs change through time?*

*How do prices vary in relationship to the type of insurance policy?*

*What are the components of Health, Disability, and Life insurance?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the functions of risk management.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Understand how risk management plays a role in financial management.		
Analyze what options are available for consumer protection.		
Analyze different insurance policies to be able to differentiate between coverage.		
Identify major insurance suppliers.		
Evaluate what assets in their personal life should have insurance.		
Discuss the consequences of remaining uninsured.		
Identify life factors that change insurance needs.		
Contrast the major differences between private insurance and social insurance.		
Recommend measures to protect personal information and avoid the risk of identity theft.		

# PERSONAL FINANCE

## RESOURCES

### Books:

- FOUNDAT PERSONAL FINANCE (2014)
- FOUNDAT PERSONAL FINANCE (2014) WB
- Smart Money Smart Kids – Hardcover- David Ramsey
- Why Didn't They Teach Me This in School?: 99 Personal Money Management Principles to Live By: Cary Siegel

### Videos:

- Life or Debt
- The Big Short

### Others:

- Use of computer lab
- Money Instructor Website Membership
- WHS School Store
- Money Madness Seminar
- Boston Fieldtrip / New York Fieldtrip- Alternating years
- guest speakers

## PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Money & Employment	X	
Unit 2: Money, Income & Taxes	X	
Unit 3: Budgeting	X	
Unit 4: Banking & Financial Institutions	X	
Unit 5: Using Credit		X
Unit 6: Saving & Investing		X
Unit 7: Protecting Your Assets		X

## SENIOR INTERNSHIP

This course is designed to provide students with skills to be successful beyond the classroom and ensure students have career readiness and employability skills. During their semester in the classroom, students learn a number of traits belonging to successful employees, such as: good communication, time-management, goal setting, problem solving, and teamwork. Students practice dealing with workplace situations and evaluate the effectiveness of various employees. The second semester, students have secured a placement in the community to fulfill their internship / job shadowing requirements. By being at the work site, students will get a firsthand perspective of the skills and tasks required on the job. The goal of the Senior Internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The internship experience is selected based on the student's chosen career interest.

In addition, it enables the students to learn what skills and knowledge are necessary to enter certain careers.

- Gain hands-on experience at a local business
- Build upon skills learned in the classroom.
- Establish a clear connection between education and work.
- Develop an understanding of the workplace under the guidance of an adult mentor.
- Explore and research a career.
- Develop workplace responsibility and learn about workplace realities.
- Establish professional contacts for future employment and mentoring.
- Establish positive work habits and attitudes.
- Learn technical skills that will be invaluable for future jobs.

Credit: 1.0

Prerequisite: none

# SENIOR INTERNSHIP

## UNIT 1: BEYOND HIGH SCHOOL

### Objectives

Students will demonstrate job seeking and job keeping skills.

Students will analyze potential career choices to determine the knowledge and skills associated with personal career interest.

Students will analyze strategies to manage the effects of changing technologies in workplace settings.

Students will demonstrate work ethics and professionalism.

Students will analyze ways that individual career goals.

Students will practice writing a resume and a cover letter.

Students will complete a job application.

Students will discuss and practice interview skills.

### Essential Questions

*What are the growing trends and industries?*

*Why is important to have an understanding of your personal strengths?*

*Why is it important to choose a career that one likes and has some of the necessary abilities to be successful?*

*How can one identify which careers are most suitable to their abilities, lifestyle preferences?*

*Why is it important to have a strong resume and good interview skills?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Locate, evaluate and interpret career information.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling</li> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Demonstrate an understanding of how employers and employees organize to improve the quality of goods, services, and working conditions.		
Demonstrate the use of a range of resources to gather information about careers.		
Demonstrate skills in preparing a resume and completing job applications.		
Create an effective resume and cover letter.		
Master interviewing skills to obtain an internship.		
Analyze the effects of the changing workplace on the individual, employers, workers, labor organizations, the economy, and society.		
Identify individuals in selected occupations as possible information sources, role models, or mentors.		
Explain how employment opportunities relate to education and training.		

# SENIOR INTERNSHIP

## UNIT 2: WORK PLACE PROFESSIONALISM

### Objectives

- Students will understand the importance of a first impression.
- Students will learn about appropriate dress in a professional setting.
- Students will understand that personal appearance includes dress, body art, and personal care.
- Students will identify important mindsets to have as an employee.
- Students will understand effective communication and appropriate interaction.
- Students will learn the importance of personal and professional growth.

### Essential Questions

- What skills are employers looking for in an employee?*
- How can a person prepare for a new job setting?*
- Why is training an important aspect of a new job?*
- What communication skills will a person need to be successful?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify the characteristics of a successful employee.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling</li> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Identify one's own personal traits to enable success.		
Analyze the degree to which one possesses the characteristics to be a successful employee.		
Assess one's personal qualifications to become a skillful employee.		

# SENIOR INTERNSHIP

## UNIT 3: PERSONAL MANAGEMENT

### Objectives

- Students will understand the importance of time management.
- Students will identify time management tools.
- Students will explain how to create a time management plan.
- Students will identify when reevaluating must occur.
- Students will identify problem solving.
- Students will list the steps of the problem solving method.
- Students will apply the problem solving method to a scenario.
- Students will understand when to consult and compromise.

### Essential Questions

- What is time management and why is this important aspect of a workplace?*
- What skills can one acquire to ensure they are managing their time wisely?*
- What is an evaluation tool that employees may use to evaluate your job performance?*
- What are the different models for problem solving?*
- What should an employee do if they are having a conflict at their worksite?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate task and assign time standards to the task.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling</li> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Identify and create an effective evaluation tool.		
Analyze the outcome of an evaluation.		
Assess problem solving skills.		
Assess common workplace discrimination.		
Evaluate conflict scenarios and resolve with appropriate resolutions.		

# SENIOR INTERNSHIP

## UNIT 4: LEADERSHIP AND WORK TEAMS

### Objectives

- Students will explain what leadership is and the able to identify the different types of leaders
- Students will evaluate the characteristics of managers.
- Students will identify the characteristics of an effective team.
- Students will understand how to select the right team members for different projects
- Students will identify and analyze five roles of an effective team
- Students will understand how making leadership decisions effect your team.

### Essential Questions

- What is leadership?*
- What are the traits that make a successful leader?*
- How are work-teams a useful resource in a job setting?*
- Why are there various levels of management?*
- How do you manage change in a workplace environment?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify leaders and discuss leadership qualities.		
Discuss characteristics of effective and ineffective leaders.		
Differentiate between leading and managing.		
Compare and contrast leadership styles.		
Identify the leadership style most appropriate for a given situation.		
Analyze management skills for leading and directing at various management levels.		
Describe the interaction between and among management levels.		
Analyze management levels for a specific business.		
Evaluate the characteristics of a successful work-team.		

# SENIOR INTERNSHIP

## RESOURCES

### Books:

- Job Interviews For Dummies
- Resumes For Dummies
- Cover Letters For Dummies

### Others:

- Computer labs
- Naviance
- Guest speakers
- Whose Job is it Anyways?
- Chamber of Commerce
- Reality Fair - SERAC

## PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Beyond High School	X	
Unit 2: Work Place Professionalism	X	
Unit 3: Personal Management		X
Unit 4: Leadership & Work Teams		X

# SENIOR INTERNSHIP

## INTERNSHIP GUIDELINES

### **INTRODUCTION TO INTERNSHIP**

#### **BACKGROUND**

This document is a resource for staff who will be involved in the planning and implementation of the Waterford High School Internship Program.

Internships are an important component of internship learning, building upon the junior job shadowing program. They provide opportunities for students to spend extended periods of time in workplace settings that reflect career opportunities across the pathways. Students are exposed to a career, learn the skills necessary to succeed in a career field, and use the work place as an extension of the classroom.

#### **DEFINITION**

We have defined internships as a non-paid, structured work experience. Students are at a work site 2-3 times per week over the course of a semester. Specific dates, times and student assignments vary for each facility. There will be a minimum of three hours every other day at the work site.

We are sensitive to the employer community in defining the internship structure. We plan to ease the employer into the process and not make the employer feel over-committed.

#### **PARTICIPANTS**

The Internship Coordinator with the assistance of the internship teacher will administer the internship. Individual guidance counselors will also be a key component of the team. They will provide recommendations regarding career goals and assist in resolution of issues regarding such issues as discipline or attendance problems during the internship which may affect student's grade and/or continuation of the internship itself.

### **STEPS FOR SUCCESSFUL INTERNSHIPS**

The following steps are important in developing internships for our students. The steps generally occur in the order that they appear, although there may be some exceptions.

#### **A. INITIAL STEPS**

##### **1. Introduce Internship and Distribute Student Survey to Internship Classes**

An overview of the internship is presented by the internship teacher to the students in the internship class, and at the same time a student survey is distributed. The survey helps to target occupational areas and match students with employers. After the survey is completed, students will visit the Career Center to take a Career Interest Inventory.

## **SENIOR INTERNSHIP INTERNSHIP GUIDELINES**

### **2. Explain Results of Student Surveys**

Surveys are analyzed and the results explained to the students. Student questions and concerns are addressed during this time.

### **3. Meet Individually with Student**

Review student surveys and meet with students individually to confirm their interests. Discuss any concerns or questions that they may have regarding their internship.

### **4. Target Occupational Areas**

The number of internships required in various occupational areas is determined by analyzing the results of student surveys and by meeting individually with the student. The goal is to provide opportunities that relate to student interests.

### **5. Target Employers**

After the occupational areas have been identified, employers are contacted for potential internships. Employers in the school's existing network are given initial consideration. The school also recruits new partners regularly.

### **6. Make Employer Contacts**

Appointments are made with targeted employers to explore their willingness to participate. The Internship Coordinator or internship teacher meets with the employer to discuss the objectives of the internship program. The employer is provided with an Employer Information Package.

## **B. MATCHING, ORIENTATION, AND FINAL DETAILS**

### **1. Match Students and Employers**

Students are matched with participating employers. The match is based upon student Interests, transportation options, and employer needs.

### **2. Generate and Sign Training Agreement**

The training agreement is the official document which outlines the date and time of the internship; tasks to be performed; learning objectives; and expectations of the student; employer, and school. It is generated through discussions with the work site supervisor.

The training agreement must be signed by the student, parent, internship teacher, and Internship Coordinator. It is optimal to develop the student evaluation and employer evaluation in conjunction with the training agreement. Each evaluation includes the specific tasks and learning objective required of the intern.

## **SENIOR INTERNSHIP INTERNSHIP GUIDELINES**

### **3. Employer Orientation**

The purpose of the employer orientation is to help employers know what is expected of them. Expectations and learning objectives are reviewed and a copy of the training agreement and the employer evaluation are distributed. The orientation will provide an opportunity for the employer to ask questions and discuss any issues relating to working with students.

### **4. Communicate with the Attendance Office**

Before the internship begins, the attendance office is given a list of the students who will be participating and the time that they will be leaving for their respective internships. Students will be required to sign out prior to leaving for their internship. In the event a student fails to sign out, a cut slip will be issued.

## **C. MONITOR STUDENT PROGRESS / INTEGRATE CLASSROOM WORK**

### **1. Communicate with Employers**

Employers are called and visited regularly by the internship teacher during the course of the internship. Employers are also given notice of any modified school schedules (i.e. testing) which may impact internship times. The Internship Coordinator, or internship teacher may resolve any potential conflicts such as tardiness, absenteeism, inappropriate behavior, or employer questions/concerns.

### **2. Monitoring Students**

The internship teacher meets with students regularly to discuss questions/concerns that they may have regarding their internship. Throughout the internship we strive to develop internships that integrate experiences with the classroom. The teacher ensures that attendance requirements are being met during the internship.

## **D. FOLLOW UP WITH STUDENTS**

### **1. Student Evaluation**

Upon completion of their internship, students fill out an evaluation form which is tailored to their work site and is developed at the same time as the training agreement. These evaluations will help to determine the success of the program and future improvements that need to be made. Classroom time is allocated for this activity.

### **2. Thank You Note**

Upon completion of the internship, students write a thank you note to their employer. Students are assisted by the internship teacher in preparing the thank you note. Classroom time is allocated for this activity.

## **SENIOR INTERNSHIP INTERNSHIP GUIDELINES**

### **3. Grade**

Students are assigned a grade for the internship by the internship teacher. The grade is based upon their employer evaluation, journal exercises, attendance, and attitude before, during and after the internship or otherwise assigned by the internship teacher. The employer evaluation shall be heavily weighed in determining the final grade.

### **E. FOLLOW UP WITH EMPLOYERS**

The Internship Coordinator or internship teacher gives the work site supervisor an evaluation form with a return envelope. Evaluations are tailored to each work site and are developed at the same time as the training agreement. Employers who do not return the evaluation are contacted by the internship teacher.

### **F. PROGRAM REVIEW**

Upon completion of the internship, the student and employer evaluation are analyzed to review the success of the program and potential for program modification.

## **ROLES**

In order to enhance communication and ensure continual monitoring of the internship program the following roles are assigned to the internship teacher, Internship Coordinator, and Guidance Counselor.

### **A. INTERNSHIP TEACHER**

1. Introduce students to the course curriculum, grading system and internship requirements.
2. Review students schedules for second semester to make sure the last two blocks of every other day are free for internship.
3. Introduce students to the Career Center and assist students in taking the Career Interest Inventory.
4. Based upon the Career Interest Inventory, assist each student in filling out the Student Survey (Appendix 1) in order to make sure that choices are reasonable. A copy is given to the Internship Coordinator. This is an extremely important step. Goals should be consistent with students' interests and strengths. Student Surveys should be completed and provided to the Internship Coordinator by the end of the 2<sup>nd</sup> week of September.
5. Along with Internship Coordinator, assist students in researching duties and responsibilities, as well as possible places of employment for at least three (3) career choices.

## **SENIOR INTERNSHIP INTERNSHIP GUIDELINES**

6. Assist students in developing a resume and cover letter for each Career Choice.
7. Meet with students and their parents the first week of January each year to review and sign a copy of the partnership agreement.
8. Assist students with developing learning objectives.
9. Ensure students develop an individual internship schedule of specific days and times for prospective employer. Employers do not understand or know the A/B Block Scheduling.
10. Visit all intern sites weekly during internship semester and complete Job Site Visit for each student. Provide copy for files to the Internship Coordinator.
11. Maintain accurate attendance record and discuss any discipline or attendance problems encountered at the work site with the Internship Coordinator. In cases where problems are encountered the internship teacher will conduct daily visits in lieu of weekly job site visits and prepare a detailed report for inclusion in the file, with a copy to administration.
12. Review with students their requirements while on the internship (i.e. journal, thank you notes, final evaluation, revised resume, and any other assignments as requested by the internship teacher).
13. Ensure Portfolios are developed and completed.
14. Prepare students for internship interviews.

### **B. GUIDANCE COUNSELOR**

1. Assist internship teacher and students with Career Interest Inventories and library of resources.
2. Along with the internship teacher, Internship Coordinator and administration, resolve any discipline or attendance problems encountered during the internship which may affect student's grade and/or continuation of internship itself.

### **C. INTERNSHIP COORDINATOR / INTERNSHIP TEACHER**

1. Establish database of potential internship employers.

## **SENIOR INTERNSHIP INTERNSHIP GUIDELINES**

2. Establish a Business Section in the Career Center to provide information regarding potential careers in the local area.
3. Target occupational areas and employers for internships based upon result of Student Surveys.
4. Make employer contacts to explore their willingness to participate.
5. Provide sample copies of Internship Business Partnership Agreement to prospective employers.
6. Work with employers to establish internship times which meet their needs.
7. Generate Partnership Agreement for each intern.
8. Distribute and collect Employer Evaluation forms.
9. Maintain files of Internship Class including student schedule, partnership agreement, grades, weekly site visit reports, goal and objectives, and individual internship schedules.
10. Schedule student interviews with potential employers.
11. Provide orientation for participating employers, parents and students.
12. Assist employers in developing work site time card system.



# SENIOR INTERNSHIP

## STUDENT OVERVIEW OF OBJECTIVES AND SECOND SEMESTER REQUIREMENTS

### 1. Goals

- ✓ Explore opportunities in your career field.
- ✓ Get first-hand experience and understand skills needed to succeed in the field.

### 2. Timing

Second semester during the last two blocks of the day.

### 3. Your Grade

Your grade for the internship semester will be based upon:

- Your employer evaluation
- Number of times at the worksite
- No more than three unexcused / school related absences
- Weekly job site visit reports
- Your journal entries
- Any papers assigned by the internship teacher
- Your final resume
- Complete of Thank You note
- Final exam

**Note:**

**This class is a full year class. Students who do not pass the first semester classroom portion will receive no credit and will not be allowed to participate in the internship.**

**Any student who fails to accept a reasonable internship assignment will receive an F for the course.**

**Any student who is \*fired for just cause at any time during the internship semester will receive a zero for the entire semester.**

*\* Any student who is fired may appeal the reasons for such action with the Internship Teacher, Internship Coordinator, and Principal.*

# **SENIOR INTERNSHIP**

## **STUDENT OVERVIEW OF OBJECTIVES AND SECOND SEMESTER REQUIREMENTS**

### **4. Training Agreement**

The training agreement is a contract that must be signed by you, your parent/guardian, the employer, and Waterford Internship Coordinator. **No student may participate in the internship without a signed training agreement.**

### **5. Responsibilities**

You are responsible for your own transportation to and from the job site. If you are unable to provide transportation you may be assigned to an internship within the school or within reasonable walking distance.

**Show up on time!!! Under no circumstances should you simply "not show up." If you are sick, school is cancelled or you have a family emergency, please call your employer. The worksite is your classroom. Any absences will be handled in accordance with school attendance policy.**

Prepare your resume and interview with your prospective employer. Once a student is placed, no changes to internship sites will be allowed without careful examination of special circumstances.

During your internship you are expected to:

- Follow the rules of the work site
- Dress according to the guidelines of the work site
- Maintain confidentiality
- Listen carefully, observe, and ask questions at the appropriate times
- Attend school every day

### **6. What is in it for you?**

- You can learn what skills, experience, and education are required for your career field of interest.
- You will gain valuable experience and develop personal references which can be added to your resume.
- The internship may lead to a full-time job at that work site.

### **Remember:**

**You represent WATERFORD HIGH SCHOOL and that your conduct during the internship will affect your classmates and others in the building. If you make a bad impression, we will all suffer! If you make a good impression, everyone succeeds!**

## SENIOR INTERNSHIP SAMPLE STUDENT EVALUATION

In order to evaluate the internship program, we would like to have your opinion on the following questionnaire.

Directions: For each statement circle the number on the scale which shows the extent of your agreement or disagreement with the statement.

5 – Strongly Agree

4 – Agree

3 – Not Sure

2 – Disagree

1 – Strongly Disagree

### People

The people I worked with were interested in helping me. 5      4      3      2      1

The school staff was helpful and interested in improving my learning experience. 5      4      3      2      1

### Skills

The knowledge and skills learned from my internship will be useful. 5      4      3      2      1

I now know more about the knowledge and skills required to be successful in a career. 5      4      3      2      1

The knowledge and skills I am learning in high school were useful at my site. 5      4      3      2      1

### Career Information

The internship helped me better prepare for life and work after I graduate. 5      4      3      2      1

The internship helped me better decide specific career opportunities after I graduate. 5      4      3      2      1

### Learning Objectives

I achieved learning objectives in the training agreement. 5      4      3      2      1

1. What did you like best about your internship?
2. What did you like least about your internship?
3. Did you have enough time at your work site? If not, how much time would you recommend?
4. Would you recommend this internship program to other students? Why?
5. One a scale of 1 to 5, how would you rate your performance? Why?
6. What suggestions do you have for improving the program?

## SENIOR INTERNSHIP THANK YOU NOTE GUIDE

It is important to thank the supervisor who worked with you at your internship site. A thank you note does not have to be lengthy; however you should try to personalize it. Let your host know why the internship was important to you. Your note should be neatly typed and handed in to your internship teacher after the last day of your internship.

The following thoughts give you an idea of what you should incorporate into the body of your note. The more specific you are, the better your note will be.

	<i>Your Address</i> <i>Date</i>
<i>Address of Business of Person</i>	
<i>Dear Mr./Ms.:</i>	
<i>I.</i>	<i>Thank your host for their time. Tell them why you appreciated their time.</i>
<i>II.</i>	<i>Write about something that you learned or found interesting.</i>
<i>III.</i>	<i>Write about something that you enjoyed or found interesting.</i>
<i>IV.</i>	<i>Explain how this experience will help you after high school.</i>
<i>V.</i>	<i>Thank them again for their time.</i>
	<i>Sincerely,</i> <i>(don't forget your signature)</i> <i>Your name</i> <i>Waterford High School</i>

# **SENIOR INTERNSHIP**

## **INTERNSHIP INFORMATION FOR EMPLOYERS**

### **BACKGROUND**

Waterford High School is a state recognized Internship Certificate System aimed at making classroom learning more relevant to what goes on in the "real world".

One goal of the Internship Program involves placing students in meaningful internship learning experiences to complement their classroom learning. The experiences relate to students interests within one of the eight career pathways. Waterford High School juniors will have the opportunity to job shadow, which provides brief exposure to different careers. Internships are the next step for seniors, providing more lengthy hands-on learning experience.

### **WHAT IS AN INTERNSHIP?**

An internship is a structured work experience. It is non-paid. Students are at the work site 3 hours a day two to three times per week for approximately 19 weeks. Specific dates, times, and student assignment vary for each facility.

### **WHAT ARE THE GOALS OF THE PROGRAM?**

Our objective is to provide students with opportunities for "authentic learning" experience in a professional work setting. Internships vary somewhat, but during each experience students should accomplish the following goals at the work site:

1. Work with a workplace supervisor, co-worker, and others to accomplish assigned tasks that contribute to the long and short term goals of the host organization. All aspects of the internship (including dates, times, responsibilities) are outlined in the Internship Training Agreement.
2. Apply basic skills and knowledge to "real world" work setting and learn new skills that are relevant to the organization.
3. Reflect upon the internship in terms of career options.
4. Demonstrate understanding of the career field as outlined in Learning Objectives.

### **WHAT IS EXPECTED OF THE STUDENT?**

1. Sign training agreement and fulfill student expectations associated with the agreement.
2. Maintain regular attendance in school and at the internship site.

**SENIOR INTERNSHIP**  
**INTERNSHIP INFORMATION FOR EMPLOYERS**

3. Abide by all rules and regulations of the work site. Respect confidentiality.
4. Complete journal assignments and a brief evaluation upon completion of the internship.
5. Arrange transportation to and from the work site.
6. Call supervisor if unable to get to work site.

**WHAT IS EXPECTED OF THE EMPLOYER?**

1. Designate a member of your organization to supervise the student during the internship.
2. After an initial period of observation, work with WHS school staff to develop realistic tasks for the internship.
3. Sign training agreement and fulfill employer expectations within the agreement.
4. Allow work site supervisor to be available for a brief orientation.
5. Respond to weekly calls and/or visits from the internship teacher.
6. Complete a brief evaluation upon completion of the internship.

It is also important to note that your willingness to accept a student into your workplace will be a big boost to his/her self-esteem. For many students, internships make learning relevant because they take place in the “real world.”

**SENIOR INTERNSHIP  
SAMPLE INTERNSHIP AGREEMENT**

**WHS Coordinator:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**STUDENT INFORMATION**

Name: \_\_\_\_\_

Student Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Zip: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

**EMPLOYER INFORMATION**

Company Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Work Site: \_\_\_\_\_

Supervisor/Mentor: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

## **SENIOR INTERNSHIP SAMPLE INTERNSHIP AGREEMENT**

This partnership agreement outlines the basic responsibilities of the student, parent, worksite, and educational institution in the delivery of this student's Internship experience. This agreement details tasks and responsibilities of all parties and emphasizes the interrelationship of each.

### **The Employer/Work Site Agrees to:**

1. Assign a supervisor/mentor who will work with the Internship Coordinator, internship teacher, and student in developing the competencies of the student's education, career plan, and process for evaluating the student.
2. Support the school's policy relative to school and job attendance and maintain time records.
3. Evaluate the student periodically in consultation with the internship teacher.
4. Consult with the Internship Coordinator and internship teacher if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
5. *Optional: additional information specific to the internship assignment.*

### **The Student Agrees to:**

1. Adhere to all rules and regulation of the business and act in a professional manner.
2. Attend classes each school day as a prerequisite to the internship experience unless prior arrangements have been made with the employer and the Internship Coordinator.
3. Inform the employer in the event an illness or emergency prevents attendance. Attendance at the worksite counts as a school day. School rules and regulations concerning attendance are adhered to.
4. Receive approval of the internship teacher and Internship Coordinator before quitting or changing worksites.
5. Demonstrate appropriate work ethics such as punctuality, attitude, etc. as listed on the *Teacher Job Site Visit Form*.
6. Read the *Student Overview of Objectives and Second Semester Requirements* and agree to adhere to all requirements as stated.

### **The Parent/Guardian (if applicable) Agrees to:**

1. Allow the student to participate in the internship experience and give permission for the student to leave school in order to go to work site.
2. Encourage the student to succeed in classwork, effectively perform his or her duties at the work site, and accept responsibility both in the classroom and at the worksite.
3. Share the responsibility for school and job attendance.
4. Provide a means of transportation for the student to and from the work site.
5. Support the school's policy relative to school and job attendance.
6. Support the student in meeting the terms of the partnership agreement.
7. Read the *Student Overview of Objectives and Second Semester Requirements* and agree to adhere to all requirements as stated.

## **SENIOR INTERNSHIP SAMPLE INTERNSHIP AGREEMENT**

### **Waterford High School Agrees to:**

1. Provide the student with career cluster instruction.
2. Provide career guidance services for the student including assistance with developing a career plan and portfolio, course selection, time usage, scheduling and career pathway decisions.
3. Assist the student in securing a safe and healthful worksite experience that related to the student's chosen career cluster.
4. Work with the work site supervisor/mentor and student to develop an education and career plan for the student.
5. Observe the student's internship performance weekly in consultation with the work site supervisor/mentor.
6. Award a grade and credit toward graduation for the internship program (if applicable), based upon the quantity and quality of the student's internship experience(s).
7. Keep on file, according to the State Student Record Retention Schedule, and make available to the Commissioners of Education and Labor or their agents, all documents pertaining to the program's operations
8. *Optional: additional information specific to the internship assignment.*

*The following safeguards, adapted from the School-To- Work Opportunities (STWO) Act, will be implemented and maintained throughout all program activities:*

- A. *No student shall displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits).*
- B. *No Internship Initiative shall impair existing contracts for services or collective bargaining agreements, and no program funded under this notice shall be undertaken without the written concurrence of the labor organization and employer concerned.*
- C. *No Student shall be employed or fill a job,*
  1. *When any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job with the participating employer; or*
  2. *When the employer has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy so created with the student.*
- D. *Students shall be provided with adequate and safe equipment and safe and healthful workplaces in conformity with all health and safety requirements of Federal, State and Local law.*
- E. *Nothing in the STWO Act shall be construed so as to modify or affect a Federal or State law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability.*

**SENIOR INTERNSHIP  
SAMPLE INTERNSHIP AGREEMENT**

**TRAINING AGREEMENT SIGNATURES**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Work Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Coordinator

\_\_\_\_\_  
Date

## SENIOR INTERNSHIP SAMPLE EMPLOYER EVALUATION

We appreciate you taking the time to host Waterford High School students at your place of work. We are very interested in the long-term success of our program and would appreciate you taking a few minutes to share your assessments of the internship learning program. Your feedback will be very valuable as we plan our future programs.

Employer: \_\_\_\_\_

Student: \_\_\_\_\_

Directions: Using the following scale of 1-4, please rate the student in the following areas by circling the numbers.

4 – Exceeds Expectation

3 – Meets Expectation

2 – Below Expectation

1 – Needs Improvement

### **Student Skills**

#### **Punctuality/Attendance**

Reported to worksite at appropriate time and remained the required time.	4	3	2	1
--	---	---	---	---

Reported to worksite according to dates specific in training agreement.	4	3	2	1
---	---	---	---	---

#### **Attitude Toward Internship**

Used time effectively.	4	3	2	1
------------------------	---	---	---	---

Demonstrated interest and enthusiasm.	4	3	2	1
---------------------------------------	---	---	---	---

Understood and applied safety procedures.	4	3	2	1
---	---	---	---	---

#### **Interpersonal Skills**

Related well to supervisor and staff.	4	3	2	1
---------------------------------------	---	---	---	---

Accepted suggestions.	4	3	2	1
-----------------------	---	---	---	---

Communicated effectively.	4	3	2	1
---------------------------	---	---	---	---

#### **Personal Conduct**

Met company dress code.	4	3	2	1
-------------------------	---	---	---	---

Demonstrated professional manner.	4	3	2	1
-----------------------------------	---	---	---	---

Respected the confidentiality of the internship.	4	3	2	1
--	---	---	---	---

#### **Learning Objectives**

Achieved learning objectives in training agreement.	4	3	2	1
---	---	---	---	---

**SENIOR INTERNSHIP  
SAMPLE EMPLOYER EVALUATION**

**General Information**

Do you have any suggestions for improving our internship program?     Yes             No

If yes, please provide suggestions below:

Would you be willing to host another student in the future?             Yes             No

**Learning Information**

Directions: Using the following scale, indicate if the student achieved the following learning objectives.

2 – Achieved Objective            1 – Did Not Achieve Objective            0 – Not Applicable

Student developed an understanding of the education/training needed to succeed in the field.	2	1	0
Student developed an understanding of the opportunities and pay structure in the field.	2	1	0
Student learned the techniques and skills needed to do work in this career field.	2	1	0
Student developed communication skills needed to succeed in this career field.	2	1	0

Additional comments:

\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

*Thank you again for your help.*

**SENIOR INTERNSHIP**  
**SAMPLE TEACHER WORK SITE VISIT FORM**

Student Name: \_\_\_\_\_

Work Site: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Check the following with a Yes or No response.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. <b>Punctuality</b><br>Reports to work site at appropriate time and remains the required time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <b>Attendance</b><br>Reports to work site according to dates specified.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <b>Attitude</b>   |                          |                          |
| a. Uses time effectively.  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Demonstrates interest and enthusiasm.   | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Understands and applies safety procedures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <b>Interpersonal Skills</b>   |                          |                          |
| a. Relates well with supervisor and staff.   | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Accepts suggestions.  | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Communicates effectively.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <b>Personal Conduct</b>   |                          |                          |
| a. Meets company dress code.   | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Demonstrates a professional manner.   | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Respects confidentiality of position.   | <input type="checkbox"/> | <input type="checkbox"/> |

Other comments:

Internship Teachers Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ENTREPRENEURSHIP**

Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.

Credit: 0.5

Prerequisite: none

# ENTREPRENEURSHIP

## UNIT 1: WHO ARE ENTREPRENEURS?

### Objectives

- Students will recognize the unique characteristics and evaluate the degree to which one possesses those characteristics.
- Students will identify the advantages and disadvantages of owning a business.
- Students will recognize and examine factors that influence entrepreneurs.
- Students will distinguish and illustrate the characteristics of an entrepreneurship venture.
- Compare and contrast entrepreneurship and intrapreneurship.
- Students will be able to explain the relationship of entrepreneur to the community and society as a whole.
- Students will identify factors affecting the profit of a business.
- Students will be able to identify trends and analysis identifies opportunities.
- Students will identify the Internet as a business opportunity.
- Students will understand creativity is a source of business innovation.

### Essential Questions

- What are the advantages and disadvantages of owning a business?*
- What motivates entrepreneurs?*
- What are the four channels of distribution?*
- How are entrepreneurs essential to the 21<sup>st</sup> century economy?*
- Where do you find opportunities?*
- What kinds of risk arise with business opportunities?*
- How can creative ideas become business opportunities?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify the characteristics of a successful entrepreneur.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> </ul>
Identify one's own personal traits that are typical characteristics of an entrepreneur.		
Analyze the degree to which one possesses the characteristics of an entrepreneur.		
Assess one's personal qualifications to become an entrepreneur.		
Discuss entrepreneurship as a choice for women and minorities.		
Examine how outside influences play an important role in the choice of paths an entrepreneur chooses.		
Recognize a business opportunity.		
Recognize an opportunity arising from other peoples' wants and perceived needs.		

## ENTREPRENEURSHIP

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Utilize virtual entrepreneurs, blogs, webcasts, web outs and various other technology avenues to identify and solve various business problems.	<ul style="list-style-type: none"> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> </ul>
Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity.		
Explain methods used to determine the financial value of an existing business.		
Identify and explain an entrepreneurial opportunity.		
Differentiate between an opportunity and an idea.		
Recognize the conditions that may give rise to an opportunity.		
Generate a list of entrepreneurial opportunities.		
Devise and justify a set of criteria upon which an opportunity may be judged.		
Evaluate opportunities based on an analysis of factors.		
Justify reasons for your entrepreneurial choices.		

# ENTREPRENEURSHIP

## UNIT 2: BUSINESS MATH & COMMUNICATION

### Objectives

Students will have knowledge of various communication channels.  
 Students will be able integrate math into everyday business practices.  
 Students will know how to calculate simple and compound interest.  
 Students will understand the importance of active listening.  
 Students will have basic understanding of problem solving skills.  
 Students will understand fixed and variable cost.

### Essential Questions

*What are the common ways to communicate in business?*  
*What are active listening skills?*  
*What situations would an entrepreneur need to know math?*  
*How would a business owner find simple and compound interest?*  
*What are the benefits to using a formal problem solving method?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Select pricing strategies.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Set prices.		
Calculate breakeven point.		
Adjust prices to maximize profitability.		

# ENTREPRENEURSHIP

## UNIT 3: VARIOUS FORMS OF BUSINESS OWNERSHIP

### Objectives

Students will have knowledge of the different structures of business ownership legal obligations.  
 Students will know about different business opportunities (i.e. franchise).  
 Students will understand there are a variety of regulatory agencies that will impact business.  
 Students will be able to analyze concept of supply and demand.  
 Students will comprehend ideas and concepts related to a market and command economy.  
 Students will analyze business culture and establish an ethical conduct.

### Essential Questions

*Why are there different business structures?*  
*What are there different business structures?*  
*What are the advantages and disadvantages of proprietorship, partnership and corporation?*  
*What are the advantages and disadvantages of opening franchise?*  
*How do regulatory systems affect entrepreneurial ventures?*  
*What is a business culture?*  
*What is ethical conduct?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Describe how government regulations can affect business.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Describe different economic systems.		
Identify and evaluate the various ways in which government (federal, state and local) regulations affect specific businesses.		
Explain the government's effect on what is produced.		
Analyze the impact of governmental regulations on a planned business.		
Identify the differences between a sole proprietorship and a partnership.		
Define a corporation and explain how it differs from a sole proprietorship and partnership.		
Compare and contrast the advantages and disadvantage of the various forms of business ownership.		
Assess specific franchising opportunities.		
Comprehends ideas and concepts related to the government in a market economy.		

# ENTREPRENEURSHIP

## UNIT 4: THE BUSINESS PLAN

### Objectives

- Students will understand the importance of a business plan.
- Students will know the seven parts of the body of a business plan.
- Students will create a business plan to communicate ideas to others.
- Students will use the business plan to identify the need for resources.
- Students will understand and define SMART goals.

### Essential Questions

- What constitutes a good business plan?*
- What are benefits of preparing a business plan?*
- How is a business plan used as a communication tool?*
- How do resources help the entrepreneur?*
- What are SMART goals?*
- What is an example of short medium and long term SMART goal?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the function and importance of a business plan.		
Identify the components of the business plan: A. Executive Summary B. Mission Statement C. Code of Ethics D. Goals and Objectives E. Business Description F. Competitive Analysis G. Marketing Plan H. Financial Plan (3 year projection) I. Organizational Structure J. Staffing and Management Plan		
Gather data to incorporate into the business plan.		
Create a working business plan focused on a specific business opportunity.		
Develop strategies for achieving a personal vision.		
Develop the strategies for achieving the vision for a planned business.		

## ENTREPRENEURSHIP

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Establish goals and objectives for a planned business.		
Analyze exit plan options for a planned business.		
Identify the major components of a business plan.		
Identify the information to be included in each component of a business plan.		
Develop a business plan for a planned business.		
Recognize that a business plan is an ongoing process and should be often revisited and updated.		
Identify characteristics of a good employee.		
Diagram the organizational structure of a planned business.		
Plan human resource needs and determine the types of employees required.		
Identify factors to consider when selecting a business site.		
List sources of information for site selection.		
Create a floor plan for a selected business.		

# ENTREPRENEURSHIP

## UNIT 5: IDENTIFYING TARGET MARKETS

### Objectives

- Students will be able to explain the nature of marketing research.
- Students will be able to identify a target market.
- Students will be able to explain market segments.
- Students will be able to distinguish between secondary data and primary data.
- Students will be able to explain the importance of direct and indirect competition.

### Essential Questions

- What are the steps to follow when identifying a target market?*
- How are secondary data and primary data collected?*
- How does direct and indirect competition affect sales?*
- What market influences impact business?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze market research.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Define and give examples of the concept of market share.		
Conduct market research.		
Identify primary and secondary sources of information.		
Determine market needs and wants.		
Identify target markets for potential new businesses.		
Identify elements of marketing-product, place, price and promotion.		
Describe how the Internet and other emerging technologies have impacted the components of marketing-product, place, price and promotion.		
Define and give examples of market segmentation (e.g., Demographics, Geographic's).		
Conduct a SWOT analysis.		
Conduct a PEST analysis.		
Analyze the components of an effective e-commerce site.		
Analyze Marketing research is an important step in establishing a business.		
Analyze how secondary and primary data are used in decision making.		
Identify how a target market will increase sales and save the store extra advertising expenses.		

## ENTREPRENEURSHIP

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify strategies for addressing weaknesses and threats revealed through the SWOT analysis.		

# ENTREPRENEURSHIP

## UNIT 6: FINANCIAL AND RECORD KEEPING

### Objectives

- Students will explain the functions of a cash budget.
- Students will understand how a cash budget is formulated.
- Students will analyze components when selecting a financial support.
- Explain the importance of an income statement.
- Describe the areas involved in calculating a break-even point.
- The elements of an income statement.
- Students will understand and prepare financial statements.

### Essential Questions

- What calculations must be included in an income statement?*
- What guidelines should be used when finding financial support?*
- How can a cash budget be used to determine the success of a business?*
- What are the procedures for financing a business?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Determine the resources needed to start a planned business (i.e., materials and labor).	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Explain why the cash budget is an important document in the daily operations of a business.		
Explain the advantages and disadvantages of primary sources of borrowing.		
Identify the types of business records.		
Project the total cash needed to start a business (i.e., start-up costs, ongoing operational expenses and cash revenues).		
Identify the major sources of funding for a business (i.e., venture capitalists, grants).		
Describe the interrelationships of various business records.		
Assess alternatives for solving cash flow problems.		
Create alternative solutions to solving cash flow problems.		
Assess the impact of responses to loan application questions on an entrepreneur's chances of receiving a loan.		

## ENTREPRENEURSHIP

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Discuss analyzing financial statements to determine financial performance including: <ul style="list-style-type: none"> <li>• Record journal entries</li> <li>• Create an income statement</li> <li>• Create a cash flow statement</li> <li>• Create a balance sheet</li> </ul>		
Compare advantages/disadvantages of computerized record keeping.		
Identify problems that may arise from poor record keeping.		
Analyze the relationship of record keeping and tax reporting.		

# ENTREPRENEURSHIP

## UNIT 7: MARKETING

### Objectives

Students will recognize the unique characteristics of the elements of the promotional mix.  
 Students will identify the different outlets advertising media.  
 Students will evaluate effectiveness of advertising.  
 Students will understand how to develop a promotional plan for a business.

### Essential Questions

*What are the 4 P's of Marketing?*  
*What are the four channels of distribution?*  
*How are entrepreneurs essential to the 21st century economy?*  
*Where do you find opportunities?*  
*What kinds of risk arise with business opportunities?*  
*How can creative ideas become business opportunities?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the concept of marketing strategies.	<ul style="list-style-type: none"> <li>• Various internet research sites</li> <li>• Cooperative learning</li> <li>• Computer assisted instruction</li> <li>• Modeling classroom discussion</li> <li>• Note taking</li> <li>• School-wide Rubrics</li> <li>• Oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Reading informational text and respond to document based questions</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Exams</li> </ul>
Set a marketing budget.		
Select advertising media.		
Develop marketing plan.		
Monitor and evaluate performance of marketing plan.		
Describe how the Internet and other emerging technologies have impacted the components of marketing-product, place, price and promotion.		
Apply the marketing mix to specific business ventures.		
Create a customer survey to evaluate customer experience.		
Calculate advertising media costs.		
Prepare a promotional budget.		
Build brand/image for product created.		
Select sales promotion options.		

# ENTREPRENEURSHIP

## RESOURCES

### Books:

- Entrepreneurship: Ideas in Action, 5th + Marketing Course Mate with eBook Instant Access Code
- Entrepreneurship : Ideas in Action - WB
- Teenage Entrepreneurs: The Best Time To Start Your Own Business by Peter Osalor

### Videos:

- Shark Tank
- Beyond the Tank
- How to be a Billionaire

### Others:

- Use of computer lab
- WHS School Store
- Guest Speakers

### Field trips:

- Boston and New York Alternating years

## PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Who Are Entrepreneurs	X	
Unit 2: Business Math & Communication	X	
Unit 3: Various Forms of Business Ownership	X	
Unit 4: The Business Plan	X	>
Unit 5: Identifying Target Markets		X
Unit 6: Financial and Record Keeping		X
Unit 7: Marketing		X