OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Items
Consent Agenda
November 14-15, 2013

OFFICE OF CURRICULUM AND INSTRUCTION

D.   Approval to establish the *Mississippi Business and Technology Framework*
        (Has cleared the Administrative Procedures Act with no public comment)

Executive Summary

In an effort to closely align instruction for students who are progressing toward college- and career-readiness, the *2014 Mississippi Business and Technology Framework* includes identical content of eighteen (18) selected courses from the 2012 Career Technical Education framework.

The primary purpose of the framework is to provide a basis for curriculum development for secondary teachers, outlining what students should learn. This framework replaces the *2004 Mississippi Business and Technology Framework*.

The framework includes the following courses.

- Business Law
- Personal Finance
- Information and Communication Technology I
- Information and Communication Technology II
- Graphic Design I
- Graphic Design II
- Entrepreneurship
- Business Finance
- Accounting Fundamentals
- Business Fundamentals I
- Management Fundamentals
- Management Essentials
- International Business
- Marketing Essentials
- Sales and Distribution
- Web Design and Media Rich Content
- Introduction to Information Technology
- Technology Foundations

The content of each course is focused on the concepts that students will utilize as they pursue a career or continue their education.

Recommendation: Approval

Back-up material attached

2004 Framework Courses	2014 Framework Courses
Accounting I	Accounting Fundamentals
Accounting II	Business Finance
Advanced Software Topics	Business Fundamentals I
Business Law	Business Law
Certified Advanced Networking (CAN) I-IV	Entrepreneurship
Communications in Business	Graphic Design I
Computation in Business	Graphic Design II
Computer Applications	Information and Communication Technology I
Computer Assisted Drafting (CAD), Principles of	Information and Communication Technology II
Computer Engineering I	International Business
Computer Engineering II	Introduction to Information Technology
Desktop Publishing I	Management Essentials
Desktop Publishing II	Management Fundamentals
Digital Media Design	Marketing Essentials
Digital Photography	Personal Finance
Digital Video	Sales and Distribution
Entrepreneurship	Technology Foundations
Financial Technology	Web Design and Media Rich Content
Global Marketing	
Graphic Design I	
Graphic Design II	
Home Technology Integrator (HTI)	
Information Processing	
Innovative Applications Using Technology	
International Business and Public Policy	
Keyboarding	
Multimedia Projects	
Network Essentials	
Personal Finance	
Programming I	
Programming II	
Research Using Technology's Information Tools	
Telecommunications	
Web Page Design I	
Web Page Design II	
Word Processing	
Technology Connections	

- This adoption allows for alignment of Business Technology courses across high schools and career technical centers and eliminates duplication of effort in writing frameworks.
- The Office of Curriculum and Instruction and the Office of Career and Technical Education plan to make future revisions to a single framework.

Mississippi Business and Technology Framework

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Office of Instructional Enhancement and Internal Operations

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Revised 2014

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Introduction

The Mississippi Business and Technology Framework was last revised in 2004. In 2012, a new Business and Technology Framework was adopted for use in Career and Technical Education (CTE) centers across the state, with input from content experts and aligned to business industry standards. In an effort to closely align instruction for students who are progressing toward college- and career-readiness, the *2014 Mississippi Business and Technology Framework* includes identical content of eighteen (18) selected courses from the 2012 Career Technical Education framework.

Mission

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in business and technology in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a technological society. Through the utilization of the *2014 Mississippi Business and Technology Framework*, teachers will challenge their students to think more deeply about the content, thus improving student understanding. This document is based on premises that all children can learn, and that high expectations produce high achievement.

Purpose

The primary purpose of the *2014 Mississippi Business and Technology Framework* is to provide a basis for curriculum development for secondary teachers. The framework provides an outline of what students should learn. The *2014 Mississippi Business and Technology Framework* replaces the *2004 Mississippi Business and Technology Framework*. The content of the framework is focused on the concepts that students will utilize as they pursue a career or continue their education.

Mississippi Business and Technology Framework Revision Committee

The Mississippi Department of Education gratefully acknowledges the hard work and dedication of the following educators for developing a quality document to improve business and technology education for our students.

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Mississippi Business and Technology Courses

Course Title	Carnegie Credit
Business Law	½
Personal Finance	½
Information and Communication Technology I	0
Information and Communication Technology II	1
Graphic Design I	½
Graphic Design II	½
Entrepreneurship	1
Business Finance	1
Accounting Fundamentals	1
Business Fundamentals I	1
Management Fundamentals	1
Management Essentials	1
International Business	1
Marketing Essentials	1
Sales and Distribution	1
Web Design and Media Rich Content	1
Introduction to Information Technology	1
Technology Foundations	1

NETS-S Profiles for Technology (ICT) Literate Students

The National Educational Technology Standards for Students (NETS-S) include learning activities and outcomes for students who are considered technology literate. Profiles for students are broken into grade bands – Grades PreK-2, Grades 3-5, Grades 6-8, and Grades 9-12. Technology is a tool for learning and increasing productivity. The profile benchmarks included in the appendix to this framework are designed to enhance learning within and across all curricula. Although most students are required to take business and technology courses in grades 7-12, the activities for students in grades K-12 are intended to be integrated across all subject areas.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

c. Troubleshoot systems and applications

d. Transfer current knowledge to learning of new technologies

iste.org/nets

iste

Profiles

for Technology (ICT) Literate Students

A major component of the NETS Project is the development of a general set of profiles describing technology (ICT) literate students at key developmental points in their precollege education. These profiles are based on ISTE's core belief that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Coupled with the standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society.

The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S are implemented. These examples are provided in an effort to bring the standards to life and demonstrate the variety of activities possible. Space limitations and the realities of the constantly evolving learning and technology landscapes make it impossible to provide a comprehensive collection of examples in this document, and consequently, students and teachers should not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource.

The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

- ▶ Grades PK–2 (ages 4–8)

- ▶ Grades 3–5 (ages 8–11)

- ▶ Grades 6–8 (ages 11–14)

- ▶ Grades 9–12 (ages 14–18)

It's important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs.

The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

Profile

for Technology (ICT) Literate Students Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)

2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)

3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)

4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)

5. Find and evaluate information related to a current or historical person or event using digital resources. (3)

6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)

7. Demonstrate the safe and cooperative use of technology. (5)

8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)

9. Communicate about technology using developmentally appropriate and accurate terminology. (6)

10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Profile

for Technology (ICT) Literate Students
Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)

2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)

3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)

4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)

5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)

6. Conduct science experiments using digital instruments and measurement devices. (4, 6)

7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)

8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)

9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)

10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Profile

for Technology (ICT) Literate Students
Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)

2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)

3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)

4. Participate in a cooperative learning project in an online learning community. (2)

5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)

6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)

7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)

8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)

9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)

10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Profile

for Technology (ICT) Literate Students
Grades 9–12 (Ages 14–18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9–12 (ages 14–18):

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)

2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)

3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)

4. Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)

5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)

6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4, 5, 6)

7. Design a Web site that meets accessibility requirements. (1, 5)

8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3, 5)

9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)

10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Business Law**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **½**

Contact: **MDE Office of Curriculum and Instruction**
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Business Law

Suggested Enduring Understandings

1. Name various types of tort and their legal implications.
2. There are agencies to protect the employee as well as the employers. Safety procedures are put in place to protect both people and equipment.
3. Computer equipment can potentially pose health hazards.
4. Laws are in place for workplace safety.
5. There are laws in place for noncompliance to safety guidelines.

Suggested Essential Questions

1. What is a tort?
2. What are some legal guidelines for businesses?
3. Does the employee have any rights?
4. What are some worker's rights in regard to workplace safety?
5. What are the potential health hazards when working with computer equipment?
6. What are some safety rules that are implemented at your school?
7. What are some consequences to federal guidelines?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe legal and ethical considerations for businesses including patents, copyrights, and trademarks.	a. Discuss the difference between ethics and law and how ethics determine how law is made. Present scenarios that represent the legal aspect of patents, copyrights, and trademarks. Lead students in a discussion.	a. Use a matching game/quiz where students match a scenario/situation with the appropriate term, patents, copyright, or trademark to check for student understanding.
b. Discuss human resource and workplace regulations including Occupational Health and Safety (OSHA) Standards Act, Equal Employment Opportunity (EEO) Act, Americans with Disabilities Act, Family Medical Leave Act, and Fair Labor Standards Act.	b. Create a scavenger hunt for the government Web sites for OSHA, EEOC, and Americans with Disabilities Act. Assign groups to work on different "hunts." Have students complete the scavenger hunt and present their findings to the class.	b. Use a fill-in-the-blank test based on the scavenger hunt, and include a word bank.
c. Describe basic torts.	c. Define torts. Have the students to search the Internet for news articles that they think involve torts. Have students to report to the class and create an in-depth discussion regarding torts.	c. Assess student knowledge by observation.
d. Discuss business tax regulations including reasons for taxes, uses of tax monies, income	d. Have students to complete tax documents such as W-2 or review pay stub and calculate income tax, Medicare withholding, and FICA using a table. Have students to write down at least 10	d. After discussion, create a test based on student-created questions.

tax, Social Security (FICA) withholdings, sales tax, property tax, and payroll tax.	facts that they have learned about taxes in the lesson.	

e. Identify health concerns.	e. Have students work in teams and use the Internet to locate information related to health and safety in the workplace. Have each team locate the following:
	  a. The roles and responsibilities of the Health and Safety Authority in a specific state
	  b. Workers' rights and responsibilities in regard to health and safety in the workplace
	  c. Ways to avoid workplace hazards
	
	Have students use the Internet to identify health concerns (carpal tunnel syndrome, eye strain, falls, spills, burns, muscle strain, and unsafe equipment operation) in the workplace and then create a brochure that discusses health concerns, its cause, and solutions to the problem.
		e. Assess student understanding by observing contributions to class discussions and participation in activities.
		
		Assess student understanding by checking brochures for accuracy.

f. Review safety procedures for a given career field.	f. Have students use the Internet to locate information related to a given career field and review safety procedures for that field. Have them present their findings using an electronic slide presentation and explain why those procedures are needed. Have students demonstrate safety precautions used when using equipment such as a photocopier, scissors, a stapler, a hot glue gun, and extension cords in the workplace. Invite a local business representative to discuss procedures for emergency situations in the workplace. Invite a human resource specialist to discuss his or her safety training plan. Have students take notes. Have students work in teams to create a safe work environment portfolio/policy/procedures manual for a local business to include safety rules, potential safety hazards, and solutions or preventions	f. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate student understanding by using a Role-Play or Skit Assessment Rubric. Assess student understanding by reviewing a Guest Speaker Evaluation Form completed by students. Evaluate student understanding using a Group Work Assessment Rubric.
g. Investigate federal safety regulations and procedures for reporting noncompliance.	g. Have students tour the career–technical center to discover various health and safety regulations related to each occupational area. Have them work in teams to create a booklet for each program's health and safety rules and procedures.	g. Evaluate research for content and appearance.

Competency 2: Determine the various aspects of contract law.

Suggested Enduring Understandings

1. There are different types of legally binding contracts.
2. Legal contracts are binding.

Suggested Essential Questions

1. Why should I be concerned about signing a contract?
2. What are my options when dealing with a legal contract?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the four types of contracts including expressed, implied, unilateral, and bilateral.	a. Create index cards that have the words, "expressed, implied, unilateral, and bilateral" written on them. After defining these terms, present students with case studies that involve various types of contracts. Have them to hold up the card with the type of contract that they think the situation involves.	a. Use a teacher-created Jeopardy game with headings and answers for expressed, implied, unilateral, and bilateral to assess student understanding.
b. Discuss contractual concept of mistake, misrepresentation, and fraud.	b. Identify the difference in mistakes, misrepresentations, and fraud in contracts. Have students draw random slips of paper that have "mistake," "misrepresentation," or "fraud" written on individual slips. Students will draw a slip and tell a fact about that type of contract. c.	b. Evaluate student understanding by observation.

Competency 3: Determine legalities of borrowing money and paying bills.

Suggested Enduring Understandings

1. Name some types of negotiable instruments.
2. Name some different types of bankruptcy.
3. Define secured and unsecured credit.

Suggested Essential Questions

1. What are negotiable instruments?
2. What is the difference in secured and unsecured credit?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define various types of negotiable instruments, such as checks, contracts, bill of sale, types of stock, bonds, and documents of title.	a. Discuss the types and the legalities of negotiable instruments. Play the game, "What Am I" (20 questions). Students will describe a negotiable instrument, and another classmate will give the name of the instrument.	a. Assess student understanding by observation.
b. Explain the difference in a secured and an unsecured credit transaction.	b. Discuss collateral, cosigning, lien, guarantor, principal, and debtor. Students will complete a teacher-created crossword puzzle using terms regarding terms about secured and unsecured credit.	b. Check the crossword for correctness.
c. Discuss the laws prohibiting abuses in credit.	c. Create a jigsaw assignment for different students to research Federal Equal Credit Opportunity Act, Federal Fair Debt Collection Practices, and Federal Fair Credit Billing Act, Federal Fair Credit Report Act, and Credit Repair Organizations Act. Students will research one particular topic and either	c. Assess presentation by using a Presentation Assessment Rubric.

	create a PowerPoint presentation or a poster and present their research information.	
d. Discuss various types and aspects of bankruptcy.	d. Create a PowerPoint presentation on the various types and aspects of bankruptcy and their implications toward business.	d. Use a Presentation Assessment Rubric to check presentations for student understanding and accuracy.
	Assign debate teams, and present a scenario of a business bankruptcy. Debate the reasons for the bankruptcy and a better method of financial recovery.	Check for student understanding by observation.

Competency 4: Define and discuss sales and property law.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. It is important to carefully deal with a bill of sale.	1. Why should I have a bill of sale for the purchase or resale of a vehicle?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Define the legal aspects of a bill of sale.	a. Discuss the purchase or resale of an automobile. What were the steps in creating a bill of sale including calculating the price of the car, taxes, and title fee?	a. Write the steps in completing the sale of a personal vehicle.
b. Determine the rights of the seller and buyer in a contractual agreement.	b. Discuss the legally binding aspects of a sales contract. Review a court citation regarding a court case involving a sales contract, and discuss the buyer and the seller. Hold a classroom debate regarding the differing opinions.	b. Create a "plus, minus, interesting" chart. Using a Debate Rubric, assess the completion of the activity.

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For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Appendix A: Suggested Rubrics and Checklist

Career Multimedia Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Electronic Slide Presentation Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

____Extraordinary   ____Excellent   ____Good   ____Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

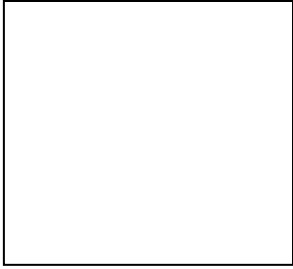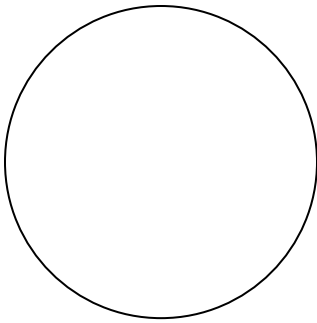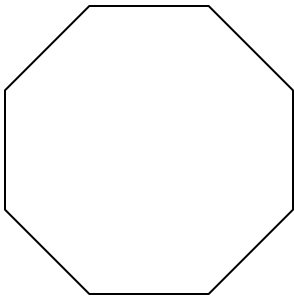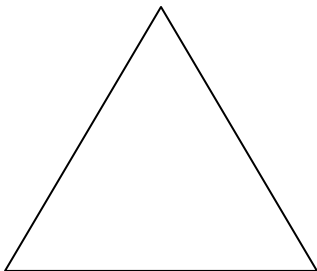|	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

17

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Written Report Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Personal Finance**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **½**

Contact: **MDE Office of Curriculum and Instruction**
                          Central High School Building
                          359 North West Street
                          Post Office Box 771
                          Jackson, MS 39205-0771
                          Phone: 601-359-2586

Personal Finance

Competency 1: Explain the fundamental principles of financial exchanges.

Suggested Enduring Understandings

1. Students will learn the exchanges of money and finances in the economy.
2. There are legal responsibilities associated with financial exchanges.

Suggested Essential Questions

1. What role does money play in our economy?
2. What are the legalities when dealing with money and finances?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain forms of financial exchange.	a. Define money to include that it consists of currency, checkable deposits, traveler's checks, savings accounts, time deposits, money market mutual fund accounts, debit cards, and electronic money. Have students compare, contrast, and determine relationships between the various types of currency to include legal tender notes and coinage. Describe the three functions of money to include store of value, unit of account, and medium of exchange. Describe the methods of obtaining capital to include equity, capital, retained earnings, and debt capital. Explain the time value of money to include the role of time in demand.	a. Monitor class activity to ensure that all students participate.
b. Identify types of currency.	b. Have a guest speaker from the Federal Reserve System in New Orleans speak to students about the process of making and distributing money.	b. Evaluate students' understanding by writing five new facts that they learned from the presentation.
c. Describe functions of money.	c. Hold a classroom discussion on the benefits of credit to include convenience, protection, emergencies, opportunity to build credit, quicker gratification, special offers, and bonuses. Be sure to include the potential risks of credit to include interest, overspending, debt, and identity theft.	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
d. Describe sources of income.	d. View a video on personal finance. Have each student complete a fill-in-the-blank quiz while they watch the video.	d. Assess student understanding by reviewing the fill-in-the-blank quiz.
e. Explain the time value of money.	e. Hold a classroom discussion on opportunity costs and the part that it plays in marketing.	e. Assess student understanding based on participation in class discussion.

f. Explain the purposes and importance of credit.	f. Hold a classroom discussion about the four (or six) Cs of credit that include character, capacity, capital, and conditions/circumstances and sometimes include collateral, coverage, and capability. List why each is important and why banks would need to know the four (or six) Cs of credit.	f. Use a checklist to evaluate the list created by students.
g. Explain legal responsibilities associated with financial exchanges.	g. View the "The American Currency Exhibit," "Mutual Funds," and "The Money Connection" that can be ordered from the Federal Reserve System with no cost. From the teacher's guide from "Savers and Borrowers," have students complete practical examples and realistic scenarios that will assist students in making crucial financial decisions.	g. Evaluate student examples and scenarios based on a rubric.

Competency 2: Manage personal finances to achieve financial goals.

Suggested Enduring Understandings

1. It is imperative to manage your personal finances in today's economy.

2. Protecting your credit is vital to a healthy financial profile.

Suggested Essential Questions

1. Why should I keep up with my spending?

2. What difference does it make if my credit rating is good or bad?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss financial needs.	a. View the video "Needs and Wants" provided by United Streaming. Upon completion, have students list all of the items they can think of that they purchased over the past month. Divide students into groups of three to four in order to determine which items were wants and which items were needs. The group must come to a consensus. The group will present to the class its findings via an electronic slide presentation. Have each of the other groups use a presentation rubric to determine grading for the presenting group.	a. Evaluate the Needs and Wants presentation for content and appearance using the Presentation Rubric.
b. Set financial goals.	b. Have students use the NEFE High School Planning Program that can be ordered from the National Endowment for Financial Education (http://www.nefe.org) free of charge and complete the exercises in the book.	b. Evaluate the completed exercises for accuracy and completion.
c. Develop personal budgets.	c. Use budgeting software to create a personal budget.	c. Evaluate the completed personal budget by using a checklist.
d. Discuss tax liabilities.	d. Discuss the information that is on the W-2 and the Form 1040EZ and the legal reason to save documentation for 10 years. Discuss Social	d. Monitor class activity to ensure that all students participate.

			Security taxes, Medicare taxes, and Mississippi taxes.	
e.	Interpret a pay stub.	e.	Review a pay stub, and discuss the various benefits that are not included on that pay stub that add value to pay to include paid leave, health insurance, retirement plans, life insurance, disability insurance, and education assistance.	e. Monitor class activity to ensure that all students participate.
f.	Read and reconcile bank statements.	f.	Use the *Banking on Your Future* books from the Young Banker's at http://www.msbankers.com (free resource) or http://www.nefe.org (another free resource) to allow students to go through the process of personal banking.	f. Monitor class activity to ensure that all students participate.
g.	Maintain financial records.	g.	View the video "What is Financial Future" at http://www.unitedstreaming.com. Use the Blackline master posted at the same Web site as student-guided notes.	g. Using the Blackline master of "What is Financial Future," create a quiz using Blackboard on the need for financial planning. The original quiz is located at http://www.unitedstreaming.com.
h.	Discuss strategies for the wise use of credit.	h.	Have students participate in a mock automobile purchase where they research the car of their dreams and calculate the total cost of purchasing that car with the features wanted. They are then to research various loans to determine the total cost of paying for the car including interest rates over a 36-, 48-, and 60-month period. After the total cost is determined, students are to research the cost of insurance, tag, tax, and title of the vehicle and present the total costs to the class using an Excel spreadsheet and graph of those costs.	h. Evaluate the Venn diagram and presentation for content and appearance.
i.	Explain the importance of maintaining a positive credit history.	i.	Introduce Equifax, Experian, and TransUnion as the three main credit-reporting agencies, and describe how the credit score is used by lenders and potential employers. Hold a classroom debate on the ethical uses of credit-reporting agencies in determining employment. Use a teacher-created debate rubric in determining proper procedures.	i. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
j.	Protect against identity theft.	j.	Have students view a video and/or a movie about identity theft and hold a classroom discussion on how to prevent identity theft.	j. Monitor class activity to ensure that all students participate.
k.	Prepare personal income tax forms.	k.	Download the 1040EZ from http://www.irs.gov, and have students complete a tax form with teacher-created mock information and W-2. Also, have students prepare a Mississippi tax form using the same mock documentation.	k. Evaluate the tax forms for correctness.

Competency 3: Recognize the role of financial services providers in achieving financial goals.

Suggested Enduring Understandings	Suggested Essential Questions
1. Many types of financial service providers exist for our use. 2. When selecting a financial service provider, you should consider the attributes of each.	1. What are some of the different types of financial service providers? 2. When selecting a financial services provider, what attributes are important for consideration?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe types of financial services providers.	a. Have students use the Internet to research types of financial services providers. Define for them a financial services provider as a retailer that provides personal services that relate to money or other financial matters. Explain the types of financial services providers to include banks, credit unions, accounting firms, tax-preparation firms, insurance companies, and stock-brokerage firms. Have students present findings to the class.	a. Monitor class activity to ensure that all students participate.
b. Discuss considerations for selecting a financial services provider.	b. Have students discuss considerations in selecting a financial services provider to include the original cost of obtaining the financial service, the interest rate, and the power that the financial services providers will have to influence business operations. Have students post comments and ideas on a Wiki/discussion board in Blackboard.	b. Evaluate students' Wiki/discussion board postings for correctness.

Competency 4: Apply investment strategies to ensure financial well-being.

Suggested Enduring Understandings	Suggested Essential Questions
1. Many types of investments exist for our financial well-being. 2. Businesses need financial resources.	1. What are some of the different types of investments? 2. What is the nature of capital investments? 3. Why do businesses need financial resources to meet the needs of the business? 4. What are some of your investment goals for the future?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain types of investments.	a. Have students use the Internet to research types of investments to include the most common financial investments such as interest-bearing checking accounts, savings accounts, savings bonds, certificates of deposit, money market accounts, mutual funds, and treasury instruments. Have students present findings to the class.	a. Monitor class activity to ensure that all students participate.
b. Explain the nature of capital investment.	b. Discuss the nature of capital investment to include the fact that businesses need financial resources in order to meet needs of the business. Capital investment allows the business to be provided	b. Evaluate students' Wiki/discussion board postings for correctness.

with the money needed to grow the business. Have students post comments and ideas on a Wiki/discussion board in Blackboard.

c. Establish investment goals and objectives.	c. Have students use the Internet to research investment goals and objectives to include the importance of investors setting investment goals based on the amount of liquidity, safety, and growth. Have students present findings to the class.	c. Evaluate research for content and appearance.

Competency 5: Apply payroll concepts.

Suggested Enduring Understandings

1. Different types of pay schedules are used when calculating employee payroll.
2. When calculating hourly wages, employee's overtime pay, piece rate pay, salary, straight, and variable commission must all be used.
3. Time worked can be calculated per day, week, or pay period.
4. Tax tables are used to determine federal income tax withheld.
5. The percentage method is used to determine federal income tax withheld.
6. Each state uses a certain percentage to calculate state income tax.
7. Some states use a variable tax base to calculate state income tax.
8. Social Security taxes are calculated and withheld from employee earnings.
9. Medicare taxes are calculated and withheld from employee earnings.
10. The legislative has a history of its role in the creation of the federal income tax, Social Security tax, and Medicare tax.
11. Health insurances are deducted from employees' earnings.
12. An employee's net earnings are determined after all deductions have been calculated.
13. An earnings statement must be completed when computing payroll.
14. Completing a W-4 form demonstrates the practices of citizenship for participation in a democratic society.
15. A 1040EZ is used when preparing an income tax return.

Suggested Essential Questions

1. How are schedules used when calculating employee payroll?
2. What must be used to calculate employee hourly wages?
3. How can time worked be calculated?
4. What is used to determine federal income tax withheld?
5. How are percentages used to determine federal income tax withheld?
6. How does each state calculate state income tax?
7. How are variable tax bases used to calculate state income tax?
8. How are Social Security taxes calculated?
9. How are Medicare taxes calculated?
10. What role has the legislative played in the creation of federal income tax, Social Security tax, and Medicare tax?
11. How are health insurances deducted from employees' earnings?
12. How is an employee's net earnings calculated?
13. What is the purpose of an earnings statement?
14. What is the purpose of completing a W-4 form?
15. When is a 1040EZ form used?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare and calculate the various types of pay schedules.	a. Ask students the following questions: How many of you are currently working to earn a paycheck? Have you actually looked closely at your pay stub? Do you know for sure that you are being paid	a. Assess student understanding by observing contributions to class discussions and

	properly? Do you get to keep all the money you earn?	participation in activities.
b. Calculate pay for hourly wage employees including overtime pay, piece rate pay, salary, straight and variable (graduated) commission, and salary plus commission.	b. Have students calculate hourly wages according to a given scenario.	b. Evaluate completed forms for accuracy and completeness.
c. Calculate time worked per day, week, and pay period (including overtime).	c. Have students calculate time worked according to a given scenario.	c. Evaluate completed forms for accuracy and completeness.
d. Use tax tables to determine federal income tax withheld.	d. Have students review a tax table and determine the federal income tax withheld.	d. Evaluate completed forms for accuracy and completeness.
e. Use the percentage method to determine federal income tax withheld.	e. Provide students with a federal tax schedule. Have students calculate the federal income tax withheld from an employee's earning.	e. Evaluate completed forms for accuracy and completeness.
f. Use a given percent to calculate state income tax.	f. Have students use the Internet to research their state's income tax rate. Instruct the students to calculate the state income tax withheld according to a given scenario.	f. Have students self-assess research using the Web Page Evaluation Checklist.
g. Use a variable tax base (graduated income basis) to calculate state income tax.	g. Have students use a tax base to calculate a state income tax.	g. Assess student understanding by observing contributions to class discussions and participation in activities.
h. Calculate Social Security taxes to be withheld.	h. Have students calculate Social Security taxes according to a given scenario.	h. Assess student understanding by observing contributions to class discussions and participation in activities.
i. Calculate Medicare taxes to be withheld.	i. Have students calculate Medicare taxes to be withheld according to a given scenario.	i. Assess student understanding by observing contributions to class discussions and participation in activities.
j. Analyze legislative history and the presidential role in the creation of the federal income tax, Social Security, and Medicare.	j. Have students use the Internet to research the legislative history and presidential role in the creation of the federal income tax, Social Security, and Medicare. What were the reasons behind the creation of the federal income tax, Social Security, and Medicare? What is the current status of these systems? (History of the U.S. tax system: http://www.treasury.gov/education/fact-sheets/taxes/ustax.shtml; Social Security history: http://www.ssa.gov/history/history.html; and	j. Evaluate the brochure using the Sources of Government Funding Brochure Checklist.

history of Medicare: http://www.cms.hhs.gov/History/)

Have students use their historical knowledge to assess the current status of the federal income tax, Social Security, and Medicare. Have students debate each topic.

Classroom debate how-to's may be found at the following Web sites:
http://712educators.about.com/library/howto/ht debate.htm
http://web.archive.org/web/20060503194518/htt p://w3.tvi.edu/~cgulick/roles.htm
http://web.archive.org/web/20060502021955/htt p://www.occdsb.on.ca/~proj1615/debate.htm

Access the IRS Web site at http://www.irs.gov/ , and lead the class in a discussion in which students evaluate the United States taxation system.

Have students use Internet resources to define the characteristics of capitalism and evaluate the role of the U.S. taxation system in a capitalistic society.

Have students use Internet resources to compare and contrast the sources of government funding of the United States (i.e., taxation) to France, Germany, Russia, and China.

Provide information related to design principles.
http://desktoppub.about.com/cs/basics/f/dtp_rul es.htm
http://desktoppub.about.com/od/designprinciple s/Principles_of_Design.htm

Have students create a brochure that lists and describes sources of government funding for France, Germany, Russia, and China. Include an analytical section under each country describing the pros and cons of the funding sources. Have students present their findings to the class.

k. Calculate employee's share of health insurance deductions.	k. Have students research the Internet to find cost of different types of health insurance.	k. Have students self-assess research using the Web Page Evaluation Checklist.
l. Calculate net pay.	l. Demonstrate how to calculate employee net earnings.	l. Evaluate completed forms for accuracy and completeness.
m. Complete an earnings	m. Demonstrate the steps to complete an earnings	m. Evaluate completed

statement.	statement.	forms for accuracy and completeness.
n. Complete a payroll register.	n. Demonstrate payroll procedures using a data projector and spreadsheet software. Have students develop a spreadsheet with formulas and then input payroll information for 10 employees.	n. Evaluate the payroll spreadsheet for accuracy and completeness.
o. Prepare Form W-4 to demonstrate the practices of citizenship for participation in a democratic society.	o. Demonstrate how to prepare Form W-4 and a 1040EZ income tax return. Have students complete the forms (http://taxes.about.com/od/preparingyourtaxes/ht/W4.htm and http://www.irs.gov/).	o. Evaluate completed forms for accuracy and completeness.
p. Prepare a 1040EZ income tax return.	p. Obtain copies of a 1040EZ form from the Internet or local post office. Have students complete the 1040EZ.	p. Evaluate completed forms for accuracy and completeness.

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States: Colombia Pictures Corporation.

For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site:
http://rcu.blackboard.com (available only to registered users).

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Information and Communication Technology I**

Grade Level: **6, 7**

Carnegie Unit: **0**

Contact: **MDE Office of Curriculum & Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586

Course Outline

Information and Communication Technology I

1		Orientation and Ethics	10
2		Basic Operations and Technology Concepts	15
3		Technology Communication and Research Tools	10
4		Keyboarding	35
5		Word Processing and Publishing	35
6		Multimedia Applications	25
7		Career Exploration	10

Information and Communication Technology I
Unit 1: Orientation and Ethics   (10 hours)

Competency 1: Identify course expectations, school policies, program policies, and safety procedures related to Information and Communication Technology (ICT).

Suggested Objectives:

a. Give a brief overview of the course. Explain to students what ICT is, why it is important, and how it will be delivered.
b. Preview the school handbook, the technology acceptable use policy, and all other safety procedures for classroom level and building level.
c. Preview course objectives and program policies.
d. Discuss IC3 Certification expectations.
e. Provide an overview of career pathways and careers related to each pathway.

Suggested Teaching Strategies:

- Using guided prompts, have students write a reflection describing their history, experience, and feelings about using the computer. Sample prompts can include:
    o When was the first time you used a computer?
    o Do you use the Internet? If so, how do you use it?
    o What is the one kind of technology you could not live without?
- Using presentation equipment, provide the course goals, objectives, and student expectations.
- Using a multimedia presentation, discuss the school handbook, the technology acceptable use policy, classroom procedures, and all safety procedures for the classroom level and building level.
- Read and discuss with students the school acceptable use policy. Have students and parents sign a district approved Technology Acceptable Use Policy.
- Discuss the course objectives, program policies, etc.
- Create a separate directory for student assignment and a resource notebook at each computer station. Teachers will share this information with students and make sure they know how to use the directories and notebooks.
- Have students complete a pretest on computer literacy skills, 21st Century Skills and Information and Communication Technologies, and Career Pathways to determine what current knowledge they have in these areas.
- Have students interview 10 family members to determine to which career pathway their career goals are aligned.
- Using bulletin board paper, construction paper, and tape, have students work in collaborative groups to create a classroom bar chart of area career pathways. Allow students to discuss what the most popular careers are and why they think they are the most popular.

Suggested Assessment Strategies:

- Teacher assessment according to local policy such as written safety test, signed policies, etc.
- Checklist for interviews and group project.
- Peer evaluation of group activities.

Competency 2: Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.

Suggested Objectives:

    a. Identify forces that shape personality development including personality traits, heredity, and environment.
    b. Complete a learning styles inventory.
    c. Develop a report on how personality traits affect teamwork and leadership skills.
    d. Write an autobiography.

Suggested Teaching Strategies:

- Use a multimedia presentation with questions from the book 7 Habits of Highly Effective Teens to help students identify their personality traits.
- Have students complete a learning styles inventory.
- Have students discuss the importance of understanding different personality and role play learning styles to effectively work in a team setting.
- Have students use the writing process to write a summary report about their previous knowledge, personality skills, and learning styles. Require students to include a section in the summary report that gives the teacher tips on how to individualize instruction to fit their personality and learning style. Have students identify the purpose and audience for this activity. Also, have students include their understanding of how to effectively work with different personalities and learning styles in a team environment

Suggested Assessment Strategies:

- Use a rubric to grade the written summary report for organization, audience, and voice.

Competency 3: Develop leadership skills.

Suggested Objectives:

    a. Describe the qualities of an effective leader including positive attitude, image, decision making, communication skills, and knowledge.
    b. Identify opportunities in the local community that develop leadership skills.
    c. Dramatize effective leadership skills.
    d. Practice effective leadership skills.

Suggested Teaching Strategies:

- Find two or three journal or internet articles that have information related to different leadership styles, the importance of positive attitudes, decision making skills, communication skills, etc. Divide students into home-base groups of three to five members depending on the number of texts to be read. Assign each student to a base group and a section of the article(s) to read (10 to 15 minutes of independent reading). Have students who have read the same section form small expert groups to discuss key aspects from their portion of the article (15–20 minutes). Have student experts return to

their base groups and invite each person to share the key points from their reading and discussion with others of the group (20–30 minutes). Then, facilitate a large group discussion identifying key concepts from the information that was read.

- Have students brainstorm to identify local community activities that provide leadership opportunities. Also, have students research and join different student organizations, such as Mississippi Technology Teens and Junior FBLA.
- Have students work in groups to research, write, and present a dramatization about world leaders that they will study in their social studies classes. Their script and dramatization should highlight their world leaders' leadership qualities including positive attitude, image, decision making, communication skills, and knowledge.

Suggested Assessment Strategies:

- Participation in class discussion.
- Written test that incorporates personality skills, learning style, and leadership skills.
- Dramatization evaluation teacher rubric.
- Dramatization evaluation peer evaluation rubric.

Competency 4: Compare and contrast career pathways at the state level, national level, and global level.

Suggested Objectives:

a. Research interests using an interest checklist.
b. Evaluate personal interests and aptitudes as related to career pathways.
c. Research career pathways at the state, national, and global levels.
d. Create a chart or other graphic organizer that compares and contrasts career pathways at each level.

Suggested Teaching Strategies:

- Have students complete and evaluate a career interest inventory. After finding their interest, have students research and develop a job information sheet that includes the amount of education and experience that is needed, and salary related to careers that interest them.
- Have students work independently to research and investigate the economy at state, national, and global levels.
- Have students use the information from their research to create a chart or other type of graphic organizer and a summary that compares and contrasts the economy at a state, national, and global level.

Suggested Assessment Strategies:

- Complete career interest inventory.
- Teacher evaluation rubric for the compare and contrast summary; chart.

Competency 5: Exercise sound reasoning in understanding and making complex choices about working in teams.

Suggested Objectives:

a. Demonstrate an appreciation and respect for diversity.

    b. Apply the components of good teamwork including team dynamics, status of team growth, and working through team problems.

Suggested Teaching Strategies:

- Divide students into groups with a set of index cards. Have students use the index cards to create the tallest tower without using verbal communications.
- Lead students in listing and evaluating effective and ineffective teamwork skills.
- Have students return to their groups to read the "Three's a Crowd" case study. Have students discuss and come to a solution for each of the questions listed below the case study.
- Have teams use the writing process to report their solutions by writing a newspaper article. The article will retell the story and explain the solutions to the projected audience.

Suggested Assessment Strategies:

- Classroom participation.
- Self-evaluation rubric to evaluate newspaper article.
- Teacher evaluation rubric to evaluate the newspaper article for grammar and content.

Competency 6: Understand the ethical, cultural, and societal issues related to technology.

Suggested Objectives:

    a. Discuss ethics in relation to computer use.
    b. Discuss ethics in the educational environment.
    c. Discuss ethics in the occupational environment.

Suggested Teaching Strategies:

- Discuss computer applications relating to ethics such as copyright laws, piracy, privacy, public domain, unauthorized access, etc.
- Have students read and discuss case study titled "Plagiarism." As an individual project, have students create a cartoon script about the case study. If time permits, partner with an English teacher and have students research, create, and key reports on topics such as plagiarism, cheating, stealing, time management, punctuality, leadership, etc.
- Discuss ethics in the occupational environment such as having a guest speaker discuss workplace confidentiality, integrity, honesty, punctuality, and cooperation. [T2]
- Have students create a handmade brochure that educates others on piracy, etc. When skills permit in future units, allow students to transfer the handmade brochure into electronic format.

Suggested Assessment Strategies:

- Written test where students must read and respond to ethical scenarios and/or problems. Students could key their responses to practice keyboarding skills.
- Use a rubric to assess the brochure.

Competency 7: Practice the responsible use of technology systems, information, and software.

Suggested Objectives:

a. Identify ways to safeguard against computer viruses, worms, Trojan Horses, and spoofing.
b. Discuss techniques to prevent unauthorized computer access and use.
c. Identify safeguards against hardware theft and vandalism.
d. Explain the ways software manufacturers protect against software piracy.
e. Define encryption and explain why it is necessary.
f. Recognize issues related to information accuracy, rights, and conduct.
g. Research issues surrounding information privacy.

Suggested Teaching Strategies:

- Have students use the word processing program found in the keyboarding software program to define and illustrate terminology such as cybercrime, hacker, cyberextortionist, cyberterrorist, virus, worm, Trojan Horse, antivirus program, virus signature, quarantine, denial of service attack, back door, spoofing, firewall, unauthorized access, user name, password, hardware theft, hardware vandalism, software threat, piracy, license agreement, information threat, encryption, digital signature, power surge, surge protector, backup, restore, computer ethics, intellectual property rights, copyright, code of conduct, acceptable use policy, information privacy, cookies, spyware, adware, spam, computer forensics, identity theft, web filtering software, ergonomics, computer addiction, phishing, etc.
- Have students complete a web quest to research the following privacy laws: CN-SPAM Act of 2003, Sarbanes-Oxley Act of 2002, Provide Appropriate Tools Required to Intercept and Obstruct Terrorism (PATRIOT) Act of 2001, Financial Modernization Act of 1999, Children's Online Privacy Protection Act of 1998, Digital Millennium Copyright Act of 1998, No Electronic Theft Act of 1997, Health Insurance Portability Accountability Act of 1996, National Information Infrastructure Protection Act of 1996, Computer Abuse Amendments Act of 1994, Cable Act of 1992, Telephone Consumer Protection Act of 1991, Computer Matching and Privacy Protection Act of 1988, Video Privacy Protection Act of 1988, Electronic Communications Privacy Act of 1986, Cable Communications Policy Act of 1984, Right to Financial Privacy Act of 1978, Privacy Act of 1974, Family Educational Rights and Privacy Act of 1974, and the Fair Credit Reporting Act of 1970.
- Divide students into two groups. Allow groups to debate ethical and security issues related to file sharing web sites.
- Have students create a chart that compares and contrasts the different security products (e.g., antivirus vs. firewalls).

Suggested Assessment Strategies:

- Completed vocabulary definitions and illustrations.
- Completed web quest.
- Written test to evaluate knowledge of definitions and privacy legislation.
- Use the debate rubric found at http://www.learnnc.org/articles/persuade-debate-0702 to evaluate the student debates.

Competency 8: Research social, ethical, and human issues related to technology and careers.

Suggested Objectives:

   a. Identify how computers are used in different areas of work, school, and home.
   b. Identify the risk of using computer hardware and software.
   c. Identify how to use the Internet safely, legally, and responsibly.

Suggested Teaching Strategies:

- Have students research and compile information identifying typical tasks, working conditions, education and training, types of technology used in the job, and wages for careers in government, public administration, law, and public safety. Have students choose between writing a report, creating a collage, role playing, creating a poster, or making a multimedia presentation. Have students present their report for each career that was covered. Written reports will follow the steps in the writing process and rubrics that the language arts teacher uses.
- Have students simulate a career such as a census clerk by collecting and compiling demographic information (age, gender, family size, zip code, previous school, etc.) on classmates and chart the results on a bar graph using paper. For enrichment, have students create the bar chart using a spreadsheet application.
- Have a guest speaker visit the class to discuss different careers in law enforcement, public safety, basic laws, and court proceedings.
- Have students prepare for and participate in a mock trial by becoming familiar with legal terms and the legal process and procedures, and by using the information from the guest speaker and by watching a video reinforcing courtroom procedures (trial segment of "Miracle on 34th Street" or similar video).

Suggested Assessment Strategies:

- Collaborate with the language arts teacher to develop information to evaluate the completion and presentation of the assignment or use the writing rubric from Unit 1 to evaluate the report for ideas, organization, and voice.
- Written test on information provided from the guest speaker.
- Student self-evaluation of participation in the mock trial.

Suggested Rubrics and Checklists

Written Report Writing Rubric

5	3	1
Ideas: The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.		
This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme. A. The topic is narrow and manageable. B. Relevant, telling, quality details go beyond the obvious. C. Reasonably accurate details. D. Writing from knowledge or experience; ideas are fresh and original. E. Reader's questions are anticipated and answered. F. Insight.	The writer is beginning to define the topic, even though development is still basic or general. A. The topic is fairly broad. B. Support is attempted. C. Ideas are reasonably clear. D. Writer has difficulty going from general observations to specifics. E. The reader is left with questions. F. The writer generally stays on topic.	The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details. A. The writer is still in search of a topic. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a simple restatement or a simple answer to the question. D. The writer has begun to define the topic. E. Everything seems as important as everything else. F. The text may be repetitious and disconnected, containing too many random thoughts.
Organization: The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of ideas.		
The organizational structure of this paper enhances and showcases the central idea or theme of the paper; it includes a satisfying introduction and conclusion. A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Flows so smoothly, the reader hardly thinks about it.	The organizational structure is strong enough to move the reader through the text without too much confusion. A. The paper has a recognizable introduction and conclusion. B. Transitions often work well. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. Organization sometimes supports the main point or story line. A title, if desired, is present.	The writing lacks a clear sense of direction. A. No real lead. B. Connections between ideas are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested). F. Problems with organization make it hard for the reader to get a grip on the main point or story line.
Voice: The heart and soul, magic, wit, feeling, and conviction of the writer coming out.		
The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality. The reader feels a strong interaction with the writer. A. The writer takes a risk. B. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. C. Narrative writing seems honest, personal. Expository or persuasive writing reflects a strong commitment to this topic.	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling. A. The writing communicates in an earnest, pleasing manner. B. Only one or two moments here or there surprise, delight, or move the reader. C. Writer weighs ideas carefully and discards personal insights in favor of safe generalities. D. Narrative writing seems sincere; expository or persuasive writing lacks consistent engagement. E. Emerges strongly at some places, but is often obscured behind vague generalities.	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. Writer speaks in a kind of monotone. A. Writing is humdrum and "risk-free." B. Writing is not concerned with the audience; writer's style is a complete mismatch for the intended reader. C. Writing is lifeless or mechanical. D. No point of view is reflected.

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Dramatization Teacher Evaluation Rubric

NAME: DATE: PERIOD:

	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1
Research of Events				
	The student uses a word processing program to produce a script and biography (MLA style). A script with a biography is submitted to the teacher. The script is free of errors.	The student uses a word processing program to produce a script and biography (MLA style). A script with a biography is submitted to the teacher.	The student submits a handwritten script and biography (MLA style) to the teacher.	The student submits a handwritten script and biography (MLA style) to the teacher. A script is submitted to the teacher. No biography is included.
Characters				
	The student uses a word processing program to produce a summary and historical account of each character in the script. A narrator gives a brief description to audience members before the dramatization begins.	The student submits a handwritten summary and historical account of each character in the script. A narrator gives a brief description to audience members before the dramatization begins.	The student submits a handwritten summary and historical account of each character in the script.	A summary or historical account of each character is not submitted.
Content				
	The story is retold completely with all major events included. A problem and a solution are included in the content.	Most events are dramatized. The story is easy to follow. A problem and a solution are included in the content.	The story events are not in sequence and are hard to follow. A problem is included in the content.	The story events are not in sequence and are hard to follow.
Dramatizations				
	All actors and actresses act out the script with proper volume and expression. Relevant props and costumes are used.	All actors and actresses act out the script. Props and costumes are used.	All actors and actresses act out the script. Props and costumes are lacking.	All actors and actresses read the script to the audience. There are no props or costumes.
Participation				
	All participants are actively involved in the dramatization.	Most participants are actively involved in the dramatization.	Many participants are not actively involved in the dramatization.	Some people in the group do not involve themselves in the dramatization.

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Dramatization Peer Evaluation Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

Directions: Write Yes or No in the blank before each statement.

_____ A narrator gives a brief description of each character to audience members before the dramatization begins.

_____ I can follow the story's events.

_____ I can identify the story's problem.

_____ I can identify the story's solution.

_____ The actors spoke loud enough.

_____ The actors spoke with expression.

_____ The props and costumes fit the play.

_____ All students were actively involved in the play.

Group Member Names:

_____

_____

_____

_____

Evaluator(s):

_____

_____

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Compare and Contrast Summary Rubric

NAME: _____ DATE: _____ PERIOD: _____

	4	3	2	1
Purpose & Supporting Details				
	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization and Structure				
	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions				
	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar and Spelling				
	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1–2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3–4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than four errors in grammar or spelling that distract the reader from the content.

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Three's A Crowd Case Study

By Doug Carter

The lab instructor divided the class into pairs of students and assigned each pair a workbench where they were to perform the lab exercises. In the opinion of the lab instructor, working in pairs was not only more efficient but was also more enlightening than working alone. Three students working together, however, did not give each student the opportunity to gain the skills portended by the lab objectives.

Bill and Jim were assigned as lab partners, but after the first week Jim dropped the class. Bill had become well acquainted with Jon and Sallie who had been assigned to the adjacent bench. All three felt comfortable working together and they soon became a threesome. Typically, one partner would connect and operate the equipment, the second would record the data, and Bill would watch. Jon and Sallie tried to get Bill to take turns running the equipment, recording the data, and observing. But Bill insisted on just observing. When an assignment was completed, the team would call the instructor who asked a few questions, had them perform some of the targeted skills, and initialed their reports. Bill would always offer his report to be initialed as though he had participated fully in the work.

Questions:

1. Was Bill taking advantage of Jon and Sallie's expertise?

2. Is that the same as cheating?

3. Should Bill receive the same grade as Jon and Sallie?

4. Is Bill as fully prepared for the workplace as Jon and Sallie?

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What do employers expect from me? [Poster]. (Available from Tech Prep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205)

For additional references, activities, and web resources, please refer to: Information and Computer Technology B.R.I.D.G.E. Web site: http://www.rcu.blackboard.com (Available only to registered users).

Competency 1: Demonstrate a sound understanding of the nature and operation of technology systems.

Suggested Objectives:

a. Identify emerging, current, and obsolete technologies.
b. Define and illustrate current terminology associated with computers.
c. Identify types of computers, how they process information, and how individual computers interact with other computing systems and devices.
d. Identify the function of computer hardware components.
e. Identify what an operating system is and how it works (Input, processing, storage, output cycle), and solve common problems related to operating systems.
f. Research accessibility issues related to information technology.
g. Identify factors that go into an individual or organizational decision on how to purchase computer equipment.
h. Identify how to maintain computer equipment and solve common problems relating to computer hardware.

Suggested Teaching Strategies:

- Have students complete a web quest, such as: http://www.berksiu.k12.pa.us/web quest/BarnettR/index.htm to learn about the basic components of a computer system.
- Have students complete the online tutorial titled History of Computers located at http://www97.intel.com/discover/JourneyInside/TJI_Intro_lesson1/default.aspx.
- If applicable, have students use the Internet to define and illustrate terminology related to the computer system such as input, monitor, CPU, mouse, keyboard, disk drive, printer, hardware, software, RAM, ROM, GUI, file, byte, bit, folder, files, etc. Students should have a definition and a clipart or photograph of each term.
- Divide students into groups and have each student create a handwritten imaginary budget. Students will use the budget to redesign and update a school computer lab in order to make it accessible for students/people with disabilities.

Suggested Assessment Strategies:

- Completed web quest or online testing (see resources).
- Term definitions and illustration project as a grade.
- Information Technology in Education Accessibility Checklist.

Competency 2: Demonstrate proficiency in the setup of a computer system.

Suggested Objectives:

a. Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.
b. Discuss and demonstrate setting up and adjusting a simple computer system.

Identify how to change system settings, install, and remove software.

Suggested Teaching Strategies:

- Allow students to work in teams to solve the following case study:
  - A family member has asked for advice on whether to buy an Apple notebook or a PC notebook. Each group has been asked to provide the family member with the specifications of the computer, the similarities and differences of each, and a summary of what is available from each computer. Find an advertisement for an iBook and a PC notebook; then create a report listing the hardware specifications provided for either, and then the "extras" that either notebook provides. Assume the family member is using this notebook for college and will require a word processing program, budgeting software, database software, and Internet access. If possible, include the advertised price of the notebook plus the cost of software that may need to be purchased for the notebook in order to meet these requirements.
- Have groups present their reports and discuss their recommendations.
- Describe and employ precautions and care of computer systems.
- Model the setup of a computer system.
- Have students create and summarize a diagram or demonstration of setting up a computer.

Suggested Assessment Strategies:

- Use the writing rubric to evaluate reports.
- Have students create a file folder game or a puzzle that will teach elementary students how to set up a computer. If possible, students will go to a local elementary school and teach young students about the different parts of a computer and how to assemble a computer system.

Competency 3: Operate basic computer applications.

Suggested Objectives:

a. Demonstrate a mastery of terminology related to computer applications.
b. Manipulate and control the Windows desktop, files, and disk.
c. Manipulate a window by using menus, icons, and keyboard shortcut.
d. Create a file management system.
e. Distinguish between system software and application software.
f. Identify how software and hardware work together to perform computing tasks.
g. Identify different types of software, general concepts related to software categories, and the tasks to which each type of software is most suited or not suited.

Suggested Teaching Strategies:

- Use a multimedia presentation to give a detailed overview of the computer operating system. Have students use the Internet and a word processing application to create a "Computer Information Fact Sheet" that defines and illustrates terms associated with computer applications and the Graphical User Interface (GUI), e.g., file extensions, click, right click/control click, double click, click and drag, pull-down (drop-down), window, minimize and maximize, restore, icon, file, file name, folder, menu, menu bar, operating system, application software,

overwrite, scroll bar, scroll wheel, shortcut, toolbars, and status bar.

- Invite a guest speaker (e.g., from a doctor's office, school central office, bank, etc.) to discuss with students the importance of traditional file management. Next, the teacher will discuss the importance of managing electronic files. Have students determine and create the most efficient file management system for their work in ICT I. Have students generate a graphic organizer that compares and contrasts a traditional filing system and an electronic filing system.
- Have students compile a price list of operating systems and application software that could be used in their ICT I lab. Once they decide on the best operating and application software for their lab, have them update accessibility budget from Unit 2, Competency 1.
- As an integrated project with the English and history teacher and as a final project, have students research and compose a biographical report on a leader in technology (i.e., Bill Gates, Carly Fiorina, Steve Wozniak, Steve Jobs, Tim Berners-Lee, and Meg Whitman). If appropriate, allow students to use word processing or multimedia presentation applications to publish and present their report.

Suggested Assessment Strategies:

- Written vocabulary and windows test.
- Graphic organizer checklist.
- Updated budget from Unit 2, Competency 1.
- Evaluate each student's report for ideas, organization, and voice using the writing rubric from Unit 1.

Competency 4: Exercise sound reasoning in understanding and making complex choices about working with information technology and people with disabilities.

Suggested Objectives:

a. Demonstrate an appreciation and respect for diversity.
Apply the components of good teamwork including team dynamics, states of team growth, and working through team problems.

Suggested Teaching Strategies:

- Have students return to their groups to read the "The New Technology Teacher" case study. Have students discuss and come to a solution to each of the questions listed below the case study.
- Have teams report their solutions by composing and presenting a haiku, poem, rhyme, or rap song, which will summarize the case study and explain the solutions to class members.

Suggested Assessment Strategies:

- Classroom participation and teacher observation.

Suggested Rubrics and Checklists

Information Technology in Education Accessibility Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Physical Environment			
Computer labs and technology-equipped classrooms are physically accessible to wheelchair users.			
Computer labs and technology-equipped classrooms are physically accessible to users with visual impairments.			
There are quiet work and/or meeting areas where noise and other distractions are minimized, or facility rules are in place (e.g., no cell phone use) to minimize noise.			
Computer Hardware and Software			
When we purchase computer hardware, we take steps to assure it is accessible.			
When we purchase computer software, we take steps to assure it is accessible.			
Operating systems built-in accessibility features are available by default.			
Users can customize their desktop settings in our public computing environment.			
Web Sites			
Our official (centrally supported) web sites are accessible (i.e., compliant with established web accessibility guidelines or standards).			
We have a system in place for monitoring and improving the accessibility of our web content.			
Multimedia			
When we purchase multimedia products, we take steps to ensure they include captions and audio descriptions.			
We have a system in place for captioning any multimedia products that we create internally.			
We have a system in place for adding audio description to any multimedia products that we create internally.			

Our televisions are capable of displaying closed captions.			
Our video projectors are capable of transmitting closed captions.			
Our instructors and staff are trained on how to turn on captions, or clear instructions accompany the multimedia viewing equipment.			
Telecommunications Products			
If one or more public telephones are available, at least one is mounted at an accessible height.			
Self-Contained, Closed Products			
People using wheelchairs can reach the controls on our printers, scanners, copiers, and other similar devices.			
Whenever we purchase standalone IT products, our purchasing policies or procedures require that we consider the accessibility of available products.			
Information Resources			
In our publications, we include a statement about our commitment to access and procedures for requesting disability-related accommodations.			
All printed publications are available (immediately or in a timely manner) in alternate formats such as Braille, large print, and electronic text.			
Our publicly available printed materials are within easy reach from a variety of heights and without furniture blocking access.			
Assistive Technology and Individual Accommodations			
A variety of hardware and software based assistive technologies are readily available for students with disabilities.			
We have a procedure to assure a quick response to requests for disability-related accommodations.			
We have a designated staff member and/or committee who assures that services are accessible to students with disabilities and responds to requests for accommodations.			
Computer support and help desk staff are trained in the maintenance and use of assistive technology.			
Instructors and staff receive training on how to respond to requests for disability-related accommodations.			

Information Technology in Education Accessibility Checklist (http://www.washington.edu/accessit/it-checklist/)

Class Newsletter Rubric

	Awesome	Clever	Satisfactory	Acceptable	Total Points
Completed article on time.	10	9	8	7	
Wrote newsworthy article on a topic of interest.	20	19	18	17	
Added digital photograph that complemented article well.	20	19	18	17	
Formatted article using desktop publishing software.	20	19	18	17	
Organized presentation of article and photograph in a unified whole.	10	9	8	7	
Wrote well-developed descriptive paragraph for written assessment.	20	19	18	17	

The New Technology Teacher Case Study

NAME: _____ **DATE:** _____ **PERIOD:** _____

By Robin Parker

Ms. Green has just accepted a position teaching a 7th grade computer class at Sunnytown Middle School. Ms. Green will teach 7th graders basic computer knowledge, keyboarding, word processing applications, spreadsheet applications, and telecommunications. This is her first teaching position and she is excited to implement all of the teaching methods she learned in college.

She arrives to her classroom one week before class starts to get her lab in order for the upcoming school year. As she is rearranging the student work stations, her principal, Mr. Cloudy, knocks on her door. He informs her that she will be teaching a student who is paralyzed and does not have the use of his hands. Mr. Cloudy reminds Ms. Green that this student has an exceptional academic record and his parents are expecting their child to be treated no differently than other children.

Questions:

1. Should the student be treated differently from other students because of his disability?

2. Are the parents expecting too much from the new teacher?

3. How is the student who does not have use of his hands going to learn to keyboard?

4. Why is it important for this student to learn the content of this 7th grade course?

5. What assistive technologies can this teacher use to help this student meet the same expectations as his classmates?

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Checklist for Evaluation of Presentation

NAME: _____   DATE: _____   PERIOD: _____

1	Appropriate number of slides was included.	10	
2	Proper design elements were used.	20	
3	Presentation included the motto, creed, emblem, colors, theme, and history of the organization.	30	
4	Information was accurate and complete.	30	
5	Student worked well with team members.	5	
6	Student contributed to the finished product.	5	
	TOTAL SCORE	100	

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For additional references, activities, and web resources, please refer to: Information and Computer Technology B.R.I.D.G.E. Web site: http://www.rcu.blackboard.com (Available only to registered users).

Competency 1: Explain telecommunication applications.

Suggested Objectives:

a. Define terminology associated with telecommunications.
b. Describe the different services available on the Internet.
c. Review "appropriate use" policies related to telecommunications.
d. Identify different types of information sources on the Internet.
e. Use a web browsing application.
f. Search the Internet for information.
   Introduce students to that Blackboard ® website (if you have not done so already)

Suggested Teaching Strategies:

- Revisit the school and/or classroom Acceptable Use Policy.
- Have students use the Internet to research netiquette. Have students create a "Netiquette Fact Sheet" to use while interacting with peers, experts, and other audiences.
- Use presentation equipment to introduce terminology such as telecommunications, Internet, electronic mail, World Wide Web, facsimile, browser, bookmarks, search engine, netiquette, download and upload, modem, LAN, WAN, router, URL (uniform resource locator), HTTP (hypertext transfer protocol), address bar (extensions), FTP (file transfer protocol), discussion boards, weblog/blogs, wiki, IM (instant message), etc. Prepare for vocabulary test using written activity or game.
- Utilize a multimedia presentation to identify the services of the Internet (World Wide Web, e-mail, newsgroups, listservs, Internet meetings, distance learning, etc.).
- Refer to lesson in Unit 3 concerning ethics and Internet usage. Review the material and apply an appropriate teacher-made activity.
- Show students how to add a web page to the favorites list. Also show students how to use the history list to access web pages.

Suggested Assessment Strategies:

- Written test.
- Student participation.

Competency 2: Utilize applications of telecommunications.

Suggested Objectives:

a. Identify how electronic mail works.
b. Identify and follow how to use an electronic mail application.
c. Identify the appropriate use of electronic mail and netiquette.
d. Send and receive electronic mail messages.
e. Use an address book.

  f. Organize and search for electronic mail messages.

Suggested Teaching Strategies:

- Allow students to complete a teacher-created web quest activity to gain a solid foundation e-mail. Make sure that students know the difference between SMTP, POP3, IMAP, and HTTP e-mail protocols.
- Make sure students have a strong understanding of the proper way to compose emails using e-mail etiquette.
- Have students create an e-mail account.
- Discuss e-mail security issues such as junk mail, spam, and viruses.
- Have students evaluate a list of guidelines that distinguish between safe and potentially harmful e-mails. Revisit social and ethical issues introduced in Unit 3.
- Have students practice or observe blocking e-mails from unsafe senders.
- Show students a personal information manager application, such as Microsoft Outlook® or the Blackboard® Messages feature. Have students take notes as the teacher discusses the different components of the personal information manager application screen.
- Have students send and receive e-mail messages using a personal information manager application. Have students send e-mail attachments and create an electronic signature using a personal information manager application.
- Have students add their classmates to their personal information manager applications address book.
- Explain folders such as inbox, sent items, deleted items, drafts, and outbox. Students will create folders for their friends, family, and teachers. Have students organize e-mail messages into folders.
- If appropriate, communicate with students throughout the year using e-mail. Require the students to submit multiple assignments to teacher using e-mail. If students do not have access to e-mail, have them communicate throughout the year using a course management website, such as the Blackboard® Learning System.

Suggested Assessment Strategies:

- Written test.
- Student participation using e-mail.

Competency 3: Publish and interact with peers, experts, and other audiences using telecommunications.

Suggested Objectives:

  a. Post information to a discussion board.
  b. Join and participate in the ICT student listserv.
  c. Use an appropriate, supervised chat room to communicate with peers, experts, and other approved audiences.
  d. Use electronic collaborative learning.

Suggested Teaching Strategies:

- If accessible, the teacher will create a Blackboard® web site for students to access. Students will start posting journal entries to the Blackboard® discussion board. When students have extra

time throughout the school year, they can enter the Blackboard® virtual classroom and practice keyboarding skills. This activity should be carried out throughout the school year.

- Invite guest speakers from a local news or television station to participate in a classroom chat session using the Blackboard® chat room. Have students write a journal entry about their experience.

Suggested Assessment Strategies:

- Evaluate journal entries that are posted on the Blackboard® discussion board.
- Rubric or checklist for each audiovisual technology activity found at http://www.uwstout.edu/soe/profdev/videorubric.html

Competency 4: Understand technology used to locate, evaluate, and collect information from a variety of sources.

Suggested Objectives:

a. Understand basic terminology related to locating, evaluating, and collecting information from a variety of sources.
b. Create a Web Page evaluation tool.

Suggested Teaching Strategies:

- Provide instruction in accessing and searching the Internet properly. Show students different types of search engines such as Yahoo, Google, MSN, Excite, Ask Jeeves, etc. Show students how to use online databases such as MAGNOLIA and Ebsco Host.
- Demonstrate how to add a web page to the favorites list and how to utilize the history list to access web pages.
- Model how to print a web page by using the print preview button.
- Show students how to cite a personal web page, an article in an online magazine, an electronic article from a database such as MAGNOLIA, and a posting from a discussion list using the Modern Language Association (MLA) guidelines.
- Have students search the Internet to find samples of web site evaluation tools. Have students create their own web site evaluation tool to use when they evaluate web sites.

Suggested Assessment Strategies:

- Teacher observation.
- The teacher will assess the web site evaluation tool for accuracy. This tool will be used to evaluate future web sites.

Competency 5: Utilize technology to locate, evaluate, and collect information from a variety of sources.

Suggested Objectives:

a. Use technology tools to process data and report results.
b. Use technology to submit information.

Suggested Teaching Strategies:

- Perform integrated academic searches to locate information (reports, online tutorials, reference materials, maps, weather information, etc.). Have students select a topic to research and find and correctly cite 10 electronic sources to support that topic. These sources could be used in a later unit.
- Have students develop an outline or a graphic organizer of the information.
- Students will submit their electronic sources to the ICT I teacher and the academic teacher via the Blackboard® web site or e-mail.
- As an enrichment activity, allow students to compose a song, rhyme, or jingle to teach others about how they found their sources and about the information they found.

Suggested Assessment Strategies:

- Teacher observation.
- Evaluate the student work using a rubric or checklist created with the integrated academic teacher or the rubric from Unit 1.

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Competency 1: Perform keyboarding applications.

Suggested Objectives:

a. Demonstrate proper hand, finger, and body position when using a keyboard (ongoing).
b. Use correct finger reaches from home row to top/bottom row keys (ongoing).
    *Refer to the fingers as such: index (L1/R1), middle (L2/R2), ring (L3/R3), pinky (L4/R4) and thumb (RT).
c. Perform touch typing by keying words, sentences, and paragraphs (ongoing).
d. Demonstrate proper use of special keys such as the spacebar, enter/return, shift, tab, delete, backspace, arrow keys, ctrl, alt, home, insert, etc. (ongoing).
e. Use the top row of the keyboard for numeric keying (ongoing).
f. Use the numeric keypad to key numbers (ongoing).

Suggested Teaching Strategies:

- Have students identify the alphabetic and numeric keys and reaches. Correctly key by touch dictation exercises, conditioning practices, software exercises, and three-minute timed writings and a minimum of 30 NWAM by the end of the year. During the first nine weeks employ intensive keyboarding instruction with ongoing maintenance for the remainder of the school year, i.e., three-minute timed writings, and skill builder exercises. Have students record and graph (electronically or by using graphing paper) their progress using their ICT I notebook. To motivate students to reach their highest potential, create the Wall of Speed and Hall of Fame. Consider the following:
    - Take pictures of students at the beginning of year and use the pictures to graph the typing speed of students.
    - Net words on a three-minute timed writing determine student's picture placement on the Wall of Speed.
    - Pictures of students who achieve 70 net and above will be placed in a permanent Hall of Fame.
- Use drill practice (typing from copy) to provide many subject area testing/Mississippi Curriculum Test (MCT) connections such as:
    - Presidential facts
    - Electoral college
    - Science facts
    - States, state abbreviations, and county seats
    - Spacing and punctuation rules such as capitalization and editing guidelines. [L1]
    - Alphabet assignment.
    - Have students identify the numeric keypad and reaches.
    - Have students correctly key by touch the conditioning practices and software exercises.
- As an enrichment activity, have students complete a keyboarding web quest, such as: http://www.rcsd.ms/~arainwater/index_keyboardingWebquest.htm to learn more about the importance of keyboarding.

Suggested Assessment Strategies:

- Print and evaluate lesson reports and timed writings for speed and accuracy.
- Print and evaluate lesson reports for speed and accuracy.
- Keyboarding student self-assessment rubric.
- Keyboarding teacher assessment rubric.

Suggested Rubrics and Checklists

Keyboarding Self Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

Upper Body Posture Body is centered and straight in front of the keyboard. Body is within hand span of the keyboard.				
Lower Body Posture Hips touch the back of the chair. Feet are flat on the floor.				
Hand/Finger Position Demonstrates correct hand position over home row. Strikes keys with tips of fingers.				
Palm Position Keeps palms off of the desk and/or keyboard.				
Typing Rhythm Maintains a steady timing rhythm.				
Accuracy Finished work is at an accurate rate of 95% of better.				
Speed Student maintains the average class typing pace of 30 net words per minute.				
Effort Students in on-task and focused.				
Add Up Your Overall Score				

Your Score: _____   Your Possible Score: _____

Grade: _____

How did you determine your grade? _____

_____

Keyboarding Teacher Assessment Rubric/Checklist

NAME: **DATE:**   **PERIOD:**

Demonstrates correct techniques for numeric and symbol keys (NETS 1b).				
Demonstrates proper keyboarding techniques (NETS 1b).				
Keys 30 net words a minute (NETS 1b).				
Demonstrates the ability to compose at the keyboard (NETS 3a).				
Learns capitalization rules (NETS 1b).				
Uses correct spacing before and after punctuation (NETS 1b).				
Demonstrates the correct touch-system techniques (NETS 1b).				
Fingers rest on the "Home Row" (A, S, D, F, J, K, L, ;), Space Bar, and Enter keys (NETS 1b).				

Key Mastery Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Write the date that the student masters the following keys.

Letters		Numbers & Symbols	Keypad
_____ A	_____ a	_____ 1	_____ 1
_____ B	_____ b	_____ 2	_____ 2
_____ C	_____ c	_____ 3	_____ 3
_____ D	_____ d	_____ 4	_____ 4
_____ E	_____ e	_____ 5	_____ 5
_____ F	_____ f	_____ 6	_____ 6
_____ G	_____ g	_____ 7	_____ 7
_____ H	_____ h	_____ 8	_____ 8
_____ I	_____ i	_____ 9	_____ 9
_____ J	_____ j	_____ 0	_____ /
_____ K	_____ k	_____ 1	_____ *
_____ L	_____ l	_____ !	_____ -
_____ M	_____ m	_____ @	_____ +
_____ N	_____ n	_____ #	_____ Enter
_____ O	_____ o	_____ $	
_____ P	_____ p	_____ %	
_____ Q	_____ q	_____ ^	
_____ R	_____ r	_____ &	
_____ S	_____ s	_____ *	
_____ T	_____ t	_____ (	
_____ U	_____ u	_____)	
_____ V	_____ v		
_____ W	_____ w		
_____ X	_____ x		
_____ Y	_____ y		
_____ Z	_____ z		

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Competency 1: Perform basic word processing applications.

Suggested Objectives:

a. Use basic word processing commands to create, format, and edit documents.
b. Start and exit a word processing application and utilize sources of online help.
c. Identify common on-screen elements of a word processing application.
d. Change application settings and manage files within a word processing application.
e. Perform common editing and formatting functions.
f. Perform common printing functions.

Suggested Teaching Strategies:

- Administer a pretest to determine student's word processing skills.
- Demonstrate and explain the word processing opening screen (window), to include menu bar and toolbars. Provide students with guided practice activities.
- Demonstrate and explain how to use online help in a word processing application.
- Use web sites such as http://webster.commnet.edu/writing/symbols.htm to review editing and proofreading skills with students. Show students the editing and proofreading marks that will be used in ICT and share with them the editing evaluation tool that will be used throughout the ICT course. Have students work in teams to develop a classroom editing and proofreading checklist that will be used to evaluate future word processing projects.
- Provide students with integrated activities to compose, format, and edit documents to include, but not be limited to, the following:
  - Commands to include: delete, insert, cursor movement, bold, italics, underline, cut, copy, paste, drag and drop, etc.
  - Text and document formatting such as setting line margins, page orientation, justification, headers and footers, line spacing, tabs, page breaks, section breaks, creating and formatting tables, text styles, diagrams and organizational charts, etc.
  - Editing and proofreading procedures such as find and replace, grammar check, spell check, etc.
- Show students how to create a folder, save a document, and print a document using a word processing application.
- Have students store files and retrieve them using various storage media (i.e., floppy disk, jump drive, hard drive, server drive, and/or CD-ROM).
- Have students develop and key job application packets that include a personal resume, a portfolio including computer-generated writing samples (e.g., cover/title page; table of contents; multi-page document to include headers, footers, section breaks, etc.).

Suggested Assessment Strategies:

- Evaluate pretest and re-teach as needed.
- Monitor performance on student practice.
- Evaluate performance projects based on the editing checklist that the students created.
- Evaluate the job application packet using a peer evaluation rubric and a teacher evaluation

rubric.

Competency 2: Utilize basic word processing skills to create business correspondence.

Suggested Objectives:

a. Generate a hard copy of block-style business correspondence to include, but not limited to, a memo, personal/business letter, and letterhead.
b. Apply word processing applications to related academic skills in math, science, or communications.
c. Use advanced word processing skills to format and print a multi-page report in an integrated activity, following accepted referencing format using Modern Language Association (MLA) guidelines, including Works Cited page with hanging indents.

Suggested Teaching Strategies:

- Have students examine different styles of standard professional documents. The samples should represent a range of writing quality.
- Divide students into groups and have each group use the Internet and other writing style guides to research the following types of business documents: Response letter, complaint letter, employment reference letter, employee verification letter, bid solicitation letter, sales letter, customer service letter, procedures memo, request memo, summary memo, proposal memo, technical memo, status report memo, recommendation memo, office meeting agenda, office meeting minutes, job description, executive summary, marketing fact sheet, etc. Require students to communicate using the Blackboard® discussion board or e-mail to share their research.
- Have each group use an accepted format (e.g., Franklin Covey, MLA, etc.) to compose a report that includes the purpose of each document in a business environment, the steps on how to create the document, a description of when the document should be used, and a sample of the document.
- Have each group present their report to the class.

Suggested Assessment Strategies:

- Use the writing rubric from ICT I, Unit 1 to evaluate the multi-page report for ideas, organization, and voice.

Competency 3: Explain desktop publishing applications.

Suggested Objectives:

a. Identify terminology and techniques associated with desktop publishing.
b. Evaluate desktop publishing documents.
   Identify how desktop publishing is used in career pathways.

Suggested Teaching Strategies:

- Use presentation equipment to introduce desktop publishing terminology and techniques (i.e.,

columns, inserting graphics, resize and position graphics, inserting and formatting text boxes, etc.).
- Have students key in, illustrate, and print terminology.
- Have students critique the various examples and make notes on what should be done to turn the low quality desktop publishing designs into high quality desktop publishing designs.
- Have students compile a list of different types of desktop publishing documents that are used in each career pathway.

Suggested Assessment Strategies:

- Written test.

Competency 4: Perform desktop publishing applications.

Suggested Objectives:

a. Use drawing tools to create lines, circles, ovals, and rectangles.
b. Use text tools to create, insert, delete, replace, and move text.
c. Manipulate graphics and objects by moving, sizing, deleting, grouping, and changing order or color (lines or shapes).

Suggested Teaching Strategies:

- Demonstrate drawing tools, text tools, graphics, grouping, and changing order, text wrapping, washout, recolor, watermark, etc.
- Provide students with guided practice activities (geometric shapes, original valentine or greeting card, etc.).

Suggested Assessment Strategies:

- Monitor guided practice.

Competency 5: Create a desktop publishing document.

Suggested Objectives:

a. Apply desktop publishing applications to real-world activities.

Suggested Teaching Strategies:

- Have students take on the role of a restaurant owner opening a new business. The student will use desktop publishing skills (i.e. design themes, drawing tools, text tools, manipulation and inserting of graphics and text) to create a flyer, a tri-fold menu (brochure), business cards, and letterhead for the restaurant. All publications must have the same theme.
- Have students use the Internet to research career opportunities, educational requirements, pay scales, certifications, working conditions, etc. from their selected career.
- Using the drawing tools, text tools, manipulation and inserting of graphics and text, have students research, develop, and compose a desktop publishing document related to that career. (e.g., non-profit organization brochure, disaster brochure, newsletter, blood drive flyers, etc.).

- Have students develop a creative piece of work that will be used to recruit individuals to the career that was researched.
- Have students compose and design greeting cards as a community service project (nursing home, children's home, military group, etc.).

Suggested Assessment Strategies:

- Work with the academic teacher to develop a rubric to grade student's completed assignment.
- Use peer evaluations to evaluate the quality of work and teamwork throughout the project.
- Ask members of the community who work in the field of arts, information, and communication technology to judge student creations.

BLOCK LETTER STYLE

10. 2" top margin or center vertically

1. Return address

2. Date

QS

11. Default or 1" side margins

3. Letter address

4. Salutation

DS **12.** 1 blank line

207 Brainard Road
Hartford. CT 06114-2207
May 15, 20--

Mr. Justin A. Alaron
Brighton Life Insurance Co.
1-84 & Route 322
Milldale. CT 06467-9371

Dear Mr. Alaron

Your job in actuarial science is of great interest to me. I am a student at Milldale School and participate in the **Shadow Experience Program** (SEP). I learned about actuarial science while researching jobs related to mathematics. Math is my favorite subject. and I have done very well in all of my math classes. Math appears to be one of my strengths.

SEP encourages students to "shadow" a person who is working in a career field they are exploring. I would like to "shadow" you for one or two days so that I can learn more about what an actuary does. A brochure with more information about SEP is enclosed.

I can arrange to be with you at your office for one or two days during the coming month. Please send your written response to me so that I can present it to Ms. Michelle Kish. SEP Coordinator. Thank you.

5. Body

Sincerely

6. Complimentary close

QS **13.** 3 blank lines

7. Writer's name

Ms. Valerie E. Lopez

8. Reference initials

jas

Enclosure

14. At least 1" bottom margin

Write the information below on your handout:

UNDERSTANDING SPACING

Quadruple Spacing – (QS) Strike enter 4 times, there will be **3 blanks lines**

between items that are quadruple spaced.

Double Spacing – (DS) Strike enter 2 times. There will be **1 blank line**

Suggested References

Brown, B., Malfas, E., & Marrelli, J. (2004). *A guide to Microsoft Office® 2003 for information and communication technologies*. Pennington, NJ: Lawrenceville Press.

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For additional references, activities, and web resources, please refer to: Information and Computer Technology B.R.I.D.G.E. Web site: http://www.rcu.blackboard.com (Available only to registered users).

Information and Communication Technology I
Unit 6: Multimedia Applications   (25 hours)

Competency 1: Explain multimedia presentation applications.

Suggested Objectives:

a. Identify terminology related to presentation applications.
b. Display, describe, and print the components of a presentation window.

Suggested Teaching Strategies:

- Give students a pretest to determine the amount of experience and understanding they have in multimedia presentations.
- Use presentation equipment to introduce terminology such as multimedia presentation, slides, views, transition, animations, color scheme, background, etc. Prepare for vocabulary test using written activity or game.
- Have students use a word processing application, the print screen feature, and drawing tools to label the components of the presentation window.

Suggested Assessment Strategies:

- Written test.
- Teacher observation.

Competency 2: Create a multimedia presentation.

Suggested Objectives:

a. Identify steps for creating presentations.
b. Determine strategies for success in multimedia projects.
c. Create a multimedia presentation.
d. Format a multimedia presentation.
e. Print a multimedia presentation.
f. Integrate word processing and multimedia presentation applications to create, edit, and print speaker notes.
    Present a multimedia presentation.

Suggested Teaching Strategies:

- Have students use a word processing application or Inspiration$^©$ to create a "quick start" guide on presentation development (story map).
- Have students work in groups to research one of the following topics:
    - Why you must have high quality presentation skills.
    - The most common mistakes a speaker makes.
    - Conquering nervousness while speaking publicly.
    - Different types of listening skills.

- The importance of researching and analyzing your audience.
- How to research materials for a presentation.
- How to use visual aids effectively (tips for using color, graphics, and text).
- How to handle difficult people in your audience.
- Students will edit fonts, alignments, clipart, colors, added effects, transitions, etc.
- Have students: key and edit their speaker notes; send the speaker notes to a word processing software program; and format, edit, and print for handouts from the word processing document.
- Have students deliver their presentation.

Suggested Assessment Strategies:

- Teacher evaluation using assessment instrument.
- Teacher evaluation of printed and/or oral presentation.
- Use the Group Presentation Evaluation Rubric to evaluate student presentations.

Competency 3: Identify the appropriate uses of a digital camera.

Suggested Teaching Strategies:

- Have students work in groups to research web sites such as http://www.kodak.com/ to learn tips on how to take great pictures. Using the tips from their research, have students take 15–20 pictures that will illustrate a story that they are reading in their language arts class.
- Create tutorial on how to use the classroom digital camera and transfer the pictures to their computer.
- If you don't have the funding for a classroom digital camera, try using the Pics4Learning collection of images. This online collection consists of thousands of images that have been donated by students, teachers, and amateur photographers and is copyright-friendly and free for use in education. http://www.pics4learning.com/

Suggested Assessment Strategies:

- Self and peer evaluation rubric for digital camera tips.
- Teacher observation.

Competency 4: Describe the basic operation principles of multimedia presentation accessories.

Suggested Objectives:

a. Identify the appropriate use of presentation hardware tools such as an LCD projector and interactive white board.
b. Incorporate sound/voice in multimedia presentation.

Suggested Teaching Strategies:

- Demonstrate the use and operation of the classroom LCD projector.
- Allow students to use the pictures they have taken and a multimedia presentation application, such as PhotoStory®, to retell and illustrate the story.
- Have students deliver presentations.

- Use software such as Audacity or built-in presentation features to add sound or voice to multimedia presentations.
- As an enrichment activity, have students work in teams to compose a short-story presentation that includes a script, text, sound, images, and video clips. Create it around the question, "What would it be like to stand beside Martin Luther King, Jr. as he looks over thousands of Americans, their faces full of hope, and begins his famous speech, 'I Have a Dream'?"

Suggested Assessment Strategies:

- Self and peer evaluation rubric.
- Teacher evaluation rubric.

Suggested Rubrics and Checklists

Group Presentation Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Participation	Well-balanced participation by all group members	All group members have significant participation	Most group members participate	One main speaker with little participation from other group members	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Suggested References

Brown, B., Malfas, E., & Marrelli, J. (2004). *A guide to Microsoft Office® 2003 for information and communication technologies*. Pennington, NJ: Lawrenceville Press.

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For additional references, activities, and web resources, please refer to: Information and Computer Technology B.R.I.D.G.E. Web site: http://www.rcu.blackboard.com (Available only to registered users).

Competency 1: Explore foundation skills and knowledge of academic and technical literacy and the Mississippi Career Pathways Model.

Suggested Objectives:

a. Explore the 7 Mississippi Career Pathways Model.
b. Explore Academic Foundations.
c. Explore Employability and Career Development.
d. Discuss colleges and university programs based on the Career Pathways Model.

Suggested Teaching Strategies:

- Have students visit http://redesign.rcu.msstate to learn about the Mississippi Career Pathways Model. Have students complete a career interest and aptitude inventory. Have students use Career software/Internet to search colleges and universities for programs related to their career of interest and aptitude. Resources could include http://www.bls.gov.k12.
- Invite a guest speaker from local employment agency, local junior colleges, or four-year universities. Have students post comments and questions from the guest speaker on the Blackboard® discussion board for students to discuss information learned from research or from guest speakers.
- Have student create a Wiki for students to add colleges or universities with programs that support the Career Pathways Model.

Suggested Assessment Strategies:

- Participation of presenters and class discussions.
- Grade students' participation in discussion board.
- Grade students' participation in Wiki.
-

Competency 2: Explore careers in each of the seven Mississippi Career Pathways.

Suggested Objectives:

- Use *Choices Explorer ®* to complete the 7th Grade Guideway.

Suggested Teaching Strategies:

- Guide students through the Choices Explorer ® 7th Grade Guideway to help them better define their role in career and technical education.
- Use software/Internet to complete a career research in the seven Mississippi Career Clusters.
- Invite the secondary pathway teacher to the class to present information about secondary pathway course opportunities. Have students create a table using word processing software, to be used as a running record of career researches, to organize important information about the each pathway.

- Have students develop a Blog or Discussion Board to encourage students to share career information researched in this pathway.

Suggested Assessment Strategies:

- Use a teacher created checklist to grade table.
- Grade students' participation in blog or discussion board.

Suggested References

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Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Computer work centers (desk and chair) (One per student, one for handicapped)
   Personal computer – to follow minimum specifications as published by MDE and to include access to the following:

   a. CD ROM
   b. Printer (1 per 2 workstations, if not networked)
   c. Internet access
2. Laser printer
3. Color inkjet printer
4. Presentation binding machine
5. 10 Electronic writing pads
6. Digital camera
7. USB memory card
8. Video camera with tripod

NON-CAPITALIZED ITEMS

1. Copy holder
2. CD writer
3. Electric 3-hole punch
4. Electric pencil sharpeners (2)
5. Electric stapler

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Telephone line with cordless telephone (separate telephone line for modem/fax hookup)
2. TV
3. VCR/DVD player
4. Television
5. PDA
6. Tablet PC
7. White board (minimum)
8. Trash cans
9. CD ROM storage cases
10. NetOp school software
11. Heavy duty hole punch
12. Filing cabinet
13. Electronic white board
14. Paper cutter
15. Data projector
16. Scanner with support software installed

Appendix A: 21st Century Skills Standards1

CLS1   Flexibility and Adaptability
CLS2   Initiative and Self-Direction
CLS3   Social and Cross-Cultural Skills
CLS4   Productivity and Accountability
CLS5   Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1   Flexibility and Adaptability
- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2   Initiative and Self-Direction
- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels toward a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3   Social and Cross-Cultural Skills
- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4   Productivity and Accountability
- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

CS 5   Leadership and Responsibility
- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

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[1] *21st Century Skills.* (n.d.). Washington, D.C.: Partnership for 21st Century Skills.

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11. Heavy duty hole punch
12. Filing cabinet
13. Electronic white board

14. Paper cutter
15. Data projector
16. Scanner with support software installed

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Information and Communication Technology II**

Grade Level: **7, 8**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
                   Central High School Building
                   359 North West Street
                   Post Office Box 771
                   Jackson, MS 39205-0771
                   Phone: 601-359-2586

Course Outline

Information and Communication Technology II

1	Safety and Orientation (Review and Reinforcement)	5
2	Input Applications	20
3	Spreadsheets	20
4	Database Applications	20
5	Technology Lab Management and Networking	10
6	Design Applications	15
7	Graphic Design Applications	15
8	Web Design Applications	20
9	Technology Problem-solving and Decision Making Tools	30

Competency 1: Identify course expectations, school policies, program policies, and safety procedures related to Information and Communication Technology II.

Suggested Objectives:

a. Give a brief overview of the course. Explain to students what ICT II is, why it is important, and how it will be delivered.
a. Preview the school handbook, the technology acceptable use policy, and all other safety procedures for classroom level and building level.
   Preview course objectives and program policies.
c. Use *Choices Explorer ®* to complete the 8th Grade Guideway.

Suggested Teaching Strategies:

- Reintroduce career and technical education with a brief explanation of the difference between academic and vocational education. Once students gain a basic understanding of vocational education, discuss the importance of computer literacy education. Explain to students that they will work in groups to interview five adults in different work areas or five students who are in high school and/or college. From the interviews, they will dramatize the importance of a strong technology foundation in education or the world of work. Once students fully understand the expectations of the project, have them work as a class to develop a rubric to evaluate this project.
- Explain to students the importance of safety and workplace skills. Share with students the classroom expectations (i.e., come to class every day, be on time, dress appropriately, have your supplies, work cooperatively with your classmates, clean your workstation before you leave, etc.).
- Using a multimedia presentation, discuss the school handbook, the technology acceptable use policy, classroom procedures, and all safety procedures for classroom level and building level.
- Discuss the course objectives, program policies, etc.
- Guide students through the Choices Explorer ® 8th Grade Guideway to help them better define their role in career and technical education.
- Create a separate directory for student assignments and a resource notebook at each computer station. Share this information with students and make sure they know how to use the directories and notebooks.

Suggested Assessment Strategies:

- Use the student-created rubric to evaluate the dramatizations.
- Use a rubric or checklist to evaluate students understanding of workplace skills and safety (ongoing on a weekly basis).
- Teacher assessment according to local policy such as written safety test, signed policies, etc.

Competency 2: Identify student learning styles, previous knowledge, and self-awareness.

Suggested Objectives:

a. Complete a pretest from Information and Communication Technology I to determine what skills students already have.
b. Research and discuss learning styles and their importance.
c. Understand the importance of self-awareness.

Suggested Teaching Strategies:

- Have the students recognize previous knowledge by completing a pretest to determine their computer skills, knowledge level, and keyboarding skills.
- Have students use the Internet web sites such as http://www.vark-learn.com and http://focusonyourchild.com/ to research learning styles and multiple intelligences. Have students determine student learning styles. If possible, have students compare the results from this year's learning style inventory and personality skill assessment to last year's results.
- Find articles related to goal setting and time management. Using a text-based seminar, have students discuss the importance and process of setting goals and time management. Students will then set goals for the class (i.e., keyboarding GWAM goals, course grade goals, IC^3 certification goal, etc.). Have students complete "A Personal Agenda" each week to help them keep track of their overall course goals and course reflections.
- Have students summarize their previous knowledge, learning styles, and goals in an autobiography and share their autobiography with classmates.
- Have students compose a "How I Can Help Others" report for the teacher. Students will include strategies that they can use when peer teaching to meet their classmates' learning styles.

Suggested Assessment Strategies:

- Each week, have students update "A Personal Agenda" and send it to parents to improve classroom communication.
- Use a rubric to evaluate the student autobiography and "How I Can Help Others" guide.
- Require students to keep a journal of observations and investigations, and periodically evaluate their personal entries to assess progress toward achieving goals and key understandings of course work.

Competency 3: Participate in educational, occupational, and leadership opportunities.

Suggested Objectives:

a. Identify and describe leadership opportunities available from student youth organizations (FBLA, Student MECA, Jr. Beta, local community organizations, etc.).

Suggested Teaching Strategies:

- Discuss leadership and opportunities for demonstrating leadership through school and community youth organizations, including competitive events, award and degree programs, and committee work. Allow students to practice leadership in class and laboratory activities.

- Allow students to design, create, and present a project that demonstrates qualities of their favorite state, national, or global leader (i.e., poster, book report, multimedia presentation, flyer, etc.).
- Have students present their project to classmates. In order to improve parental involvement, have students present their projects to parents and other community leaders at an open house.

Suggested Assessment Strategies:

- Use a rubric to evaluate participation in class.

Suggested Rubrics and Checklists

Text-Based Seminar

Purpose:

Explore how the author conveys his or her message to the intended audience.

- Refer to a particular place in the text before making your comment to the class (let everyone find it first).

- Use the rule of three (three people must speak before you can speak again).

- Respect everybody else's contributions by listening actively.

- Listen to what your peers SAY; then respond to what they said; follow up on it; build on it.

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A Weekly Learning Agenda

NAME: _____ **DATE:** _____ **PERIOD:** _____

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Autobiography Rubric

NAME: _____

DATE: _____ **PERIOD:** _____

The following concept map surrounds the title:

- reveals writer's feelings, reactions, values, and goals
- describes interactions between the writer and significant people in his or her life
- main character is writer
- recounts key incidents in the writer's life
- describes major influences (people, events, places) on writer
- autobiography

STRONG 100-94 Shows control and strength in this trait; many strengths present.	• Paper clear and focused; holds reader's attention • Paper contains relevant and meaningful personal life details and descriptions about the writer • Sequencing is logical • Strong beginning, middle, and end • Thoughtful transitions connect ideas
COMPETENT 93-85 For most part, strengths outweigh weaknesses; revision is needed.	• Paper fairly clear; focus is occasionally inconsistent but readable • Some personal life details and descriptions present from writer's life • Sequencing shows logic for most part • Good beginning, middle, and end • *Most* transitions work well; some vague
DEVELOPING 84-76 Strengths and need for revision about equal; about halfway there!	• Writer beginning to develop topic but development is basic or too broad; reader has difficulty following the story • Personal life details and descriptions loosely connected; ineffective transitions; seems random • Sequencing shows limited control—not enough that it consistently supports ideas • Weak beginning, middle, or end
EMERGING 75-70 Need for revision outweighs strengths; isolated instances hint at what writer has in mind.	• Paper has limited sense of purpose or focus; some portions of text most confusing to the reader • Some personal life details and descriptions are related but not well detailed • Sequencing loose and hard to follow • Weak or nonexistent beginning, middle, or end
NOT YET! 69-60 A bare beginning; writer not yet showing clear control in this trait.	• Paper has no clear sense of purpose or focus; the text is very difficult for reader to understand • Personal life details and descriptions are limited or unclear, or the length is not adequate for development • Sequencing is nonexistent; no clear beginning, middle, or end • Ideas not connected; awkward; seem strung together in random fashion • Text seems to have no real point
NO ATTEMPT – 0	• No attempt

Feedback/Comments:

_____

_____

_____

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Dramatization Teacher Evaluation Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Excellent 4	Good 3	Satisfactory 2	Needs Improvement 1
Research of Events				
	The student uses a word processing program to produce a script and biography (APA style). A script with a biography is submitted to the teacher. The script is free of errors.	The student uses a word processing program to produce a script and biography (APA style). A script with a biography is submitted to the teacher.	The student submits a handwritten script and biography (APA style) to the teacher.	The student submits a handwritten script and biography (APA style) to the teacher. A script is submitted to the teacher. No biography is included.
Characters				
	The student uses a word processing program to produce a summary and historical account of each character in the script. A narrator gives a brief description to audience members before the dramatization begins.	The student submits a handwritten summary and historical account of each character in the script. A narrator gives a brief description to audience members before the dramatization begins.	The student submits a handwritten summary and historical account of each character in the script.	A summary or historical account of each character is not submitted.
Content				
	The story is retold completely with all major events included. A problem and a solution are included in the content.	Most events are dramatized. The story is easy to follow. A problem and a solution are included in the content.	The story events are not in sequence and are hard to follow. A problem is included in the content.	The story events are not in sequence and are hard to follow.
Dramatizations				
	All actors and actresses act out the script with proper volume and expression. Relevant props and costumes are used.	All actors and actresses act out the script. Props and costumes are used.	All actors and actresses act out the script. Props and costumes are lacking.	All actors and actresses read the script to the audience. There are no props or costumes.
Participation				
	All participants are actively involved in the dramatization.	Most participants are actively involved in the dramatization.	Many participants are not actively involved in the dramatization.	Some people in the group do not involve themselves in the dramatization.

Dramatization Peer Evaluation Rubric

NAME: _____ DATE: _____ PERIOD: _____

Directions: Write Yes or No in the blank before each statement.

_____ A narrator gives a brief description of each character to audience members before the dramatization begins.

_____ I can follow the story's events.

_____ I can identify the story's problem.

_____ I can identify the story's solution.

_____ The actors spoke loud enough.

_____ The actors spoke with expression.

_____ The props and costumes fit the play.

_____ All students were actively involved in the play.

Group Member Names:

_____

_____

_____

_____

Evaluator(s):

_____

_____

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Workplace Skills Weekly Checklist

NAME: _____ DATE: _____ PERIOD: _____

Behavior Skill	Never	Rarely	Most of the Time	Always
On Time and Prepared				
1. Arrives to class on time				
2. Brings necessary materials				
3. Completes homework				
Respects Peers				
1. Respects others' property				
2. Listens to peers				
3. Responds appropriately to peers				
4. Respects others' opinions				
5. Refrains from abusive language				
Respects Teachers/Staff				
1. Follows directions				
2. Listens to teacher and staff				
3. Accepts responsibility for actions				
Demonstrates Appropriate Character Traits				
1. Demonstrates positive character traits (kindness, trustworthy, and honesty)				
2. Demonstrates productive character traits (patient, thorough, and hardworking)				
3. Demonstrates a level of concern for others				
Demonstrates a Level of Concern for Learning				
1. Remains on task				
2. Allows others to remain on task				

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For additional references, activities, and web resources, please refer to: Information and Computer Technology B.R.I.D.G.E. Web site: http://www.rcu.blackboard.com (Available only to registered users).

Competency 1: Perform basic keyboarding techniques (ongoing).

Suggested Objectives:

a. Perform proper keyboarding techniques.
b. Develop speed and accuracy.

Suggested Teaching Strategies:

- Demonstrate correct keyboarding techniques, and have students practice the techniques.
- Provide 5-minute timed writings to allow students to increase speed and accuracy at 40 NWAM.

Suggested Assessment Strategies:

- Use a keyboarding checklist to evaluate student performance.
- Assess student performance using a standardized or teacher-made grading chart.

Competency 2: Utilize speech recognition software (ongoing).

Suggested Objectives:

a. Complete initial training.
b. Create business documents by dictating voice commands and text.
c. Format/edit text and navigate in documents utilizing voice commands.

Suggested Teaching Strategies:

- Provide initial training on the software through demonstration and guided practice.
- Have students use speech recognition software to input information into word processing, spreadsheet, and multimedia presentation documents.
- Have students use the writing process to create business documents, such as a letter, memo, technical report, or other type of written report, by dictating voice commands and text.
- Demonstrate how to format/edit text and navigate within documents utilizing voice commands.

Suggested Assessment Strategies:

- Have students dictate documents using voice commands. Assess performance using teacher observation/checklist/rubric.
- Have students dictate documents using voice commands. Assess performance using teacher observation/checklist/rubric.
- Have students format/edit text and navigate within documents using voice commands. Assess performance using teacher observation/checklist/rubric.

Competency 3: Utilize handwriting recognition software (ongoing).

Suggested Objectives:

a. Start and adjust the writing pad.
b. Input data and create documents with handwriting recognition tools.
c. Utilize handwriting recognition tools to correct, edit, and format text.

Suggested Teaching Strategies:

- Demonstrate how to start and adjust the writing pad.
- Demonstrate how to utilize handwriting recognition tools to correct, edit, and format text.
- Have students work in groups to create writing pad adjustment checklists. Have students use this checklist to evaluate themselves when they are using writing tablets.
- Have students input data and create word processing, spreadsheet, and multimedia presentation documents with handwriting recognition tools.

Suggested Assessment Strategies:

- Have students start and adjust the writing pad. Assess performance using the student-created checklist.

Competency 4: Develop, implement, and communicate using different input technologies.

Suggested Objectives:

- Use different input applications to develop, implement, and communicate information to others.

Suggested Teaching Strategies:

- Ask a guest speaker from the medical field to demonstrate how technology is used in his/her daily tasks.
- Have students use the Internet to locate and download regional and global data about health issues such as blood pressure, cholesterol, flexibility, heart rate, body mass index, etc.
- Have students use speech and handwriting recognition software and a spreadsheet application program to prepare graphs comparing these two data sets.
- Have students use the keyboard and mouse to develop a multimedia presentation. Make sure to include the graphs that were developed using the spreadsheet application program.
- If applicable, have students e-mail their presentation to the teacher.

Suggested Assessment Strategies:

- Using the tuning protocol, allow students to peer edit each other's spreadsheet and presentation.
- Use a checklist to evaluate student spreadsheet and presentations.

Suggested Rubrics and Checklists

The Tuning Protocol

The tuning protocol is an awesome tool to help you look at your work (or your peer's work) critically. The goal here is to generate ideas for improving the work, to deepen understanding, and to communicate more effectively. While participating in this structured protocol, it is important to remember to set and follow group norms and assume roles such as facilitator (team captain), presenter, timekeeper, recorder, and reporter.

1. Facilitator (team captain) brings the group together and reviews the protocol goals, guidelines, and schedule. **(one to two minutes)**

2. The presenter of the work presents the following information;
   - Context of assignment (what class is like and what content is being studied)
   - Sample of student work
   - Copy of the assignment with goals and grading criteria (rubric)
   - Any questions you have about your work (what you could have done differently, any misconceptions you might have, etc.) **(five to ten minutes)**

3. Participants will have the opportunity to ask brief questions about the work being presented (factual questions to provide more information about the work) **(five minutes)**

4. Participants will silently examine the student work, making notes about what seems "in tune" with learning goals and assignment criteria and suggestions for "tuning." Participants will jot down warm and cool feedback along with suggestions for tuning. (NOTE: Consider making notes on post-it pages so presenter can keep them). **(five to ten minutes)**

5. The presenter will move away from the table but sit close enough to listen and take notes as the work is discussed. Group members begin by sharing warm feedback (positive points about the work) before moving into cooler feedback and suggestions for improvement. At this point, the participants are engaging in dialog about the work and the presenter is simply making notes about what he or she hears. **(ten to fifteen minutes)**

6. The presenter then rejoins the group and shares the information he or she received while listening to the group discuss the work. This is NOT a time to defend or argue, but a time to reflect on the suggestions and feedback from the whole group. **(five minutes)**

7. Facilitator will lead a very short open discussion of the tuning experience to debrief the process. What could have been handled differently that may have made the protocol more effective? Did the group meet its goal? Did the presenter receive valuable, meaningful feedback in a positive manner? **(three to five minutes)**

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Competency 1: Explain spreadsheet applications.

Suggested Objectives:

   a. Identify and key terminology used with spreadsheet applications.
   b. Identify the basic components of a spreadsheet application screen.
   c. Research, key, illustrate, and print terminology related to spreadsheet applications.

Suggested Teaching Strategies:

- Use presentation equipment to introduce terminology such as spreadsheet, workbook, cell, cell reference, merge, range, page orientation, fill handle, formulas, functions, borders button, left align button, right align button, center align button, currency style button, fill color button, enter button, font color button, format painter button, print preview button, auto sum button, insert function button, sort ascending button, sort descending button, chart, bar chart, data labels, data range, legend, line chart, pie chart, x-axis, y-axis, etc.
- Demonstrate basic components of a spreadsheet application as students take notes.
- Have students use the Internet and word processing software to locate, copy, and paste the definitions, insert a visual representation, and print terminology. Prepare for vocabulary test using written activity or game.

Suggested Assessment Strategies:

- Completed term illustration and definition activity.
- Written Test.

Competency 2: Perform spreadsheet applications.

Suggested Objectives:

   a. Demonstrate the use of basic spreadsheet format commands.
   b. Write formulas using basic arithmetic operations.
   c. Demonstrate the use of basic spreadsheet functions.
   d. Modify worksheet data.
   e. Structure and format data in a worksheet.
   f. Sort and manipulate data using formulas and functions.
   g. Create and modify charts in a worksheet.
   h. Print a worksheet.

Suggested Teaching Strategies:

- Show students how to input, organize, format, and manipulate data in a spreadsheet.
- Have students use performance exercise to create and format a spreadsheet to include changing column width, formatting contents of a cell, merging cells, auto formatting, etc.

- Have students use performance exercise to write formulas using the four basic arithmetic operations (addition, subtraction, multiplication, and division).
- Have students use performance exercise to demonstrate the use of basic spreadsheet functions to include sum, maximum, minimum, count, now, round, average, etc.
- Have students work in groups and peer teach each other on how to create and graph a simple spreadsheet related to math or science (i.e., grades, temperature variations, timed writing results, counting calories, budget, sales, expenses, inventory, etc.).

Suggested Assessment Strategies:

- Performance assessment.
- Grade printout of formula view.

Competency 3: Create and graph spreadsheet data.

Suggested Objectives:

a. Apply spreadsheet applications to integrated academic activities.
b. Apply the uses of spreadsheet applications in the Financial, Economic, and Business Literacy career pathway.
c. Create a budget narrative that integrates spreadsheet and word processing applications.
d. Send a spreadsheet and graph as an electronic mail attachment.

Suggested Teaching Strategies:

- Give each student an imaginary budget of $1500.00 per month. Have students research local newspapers to find a place to live. Have students interview parents and other adults in the community and use the Internet to determine monthly living expenses such as electric bills, water bills, garbage pickup, etc.
- Using their research and their imaginary budget, have students create a monthly budget using a spreadsheet.
- Once students have their monthly budgets, give them different scenarios such as unexpected injuries and illnesses, unexpected expenses such as a car breaking down, etc.
- Have students adjust their budget accordingly and write a budget narrative explaining how they adjusted their original budget. Also, have students include a graph in their budget narrative.
- Have students turn in their final budgets and budget narratives via the Blackboard® web site or electronic mail.
- As an alternate activity, group students as though they were officers of a club/team and have them perform a fundraiser. Have them choose an item to sell, decide how many items each member sold and work in groups to find formulas and functions for all totals, profit, etc.
- As an enrichment activity, have students input and graph their keyboarding NWAM data from the previous units.

Suggested Assessment Strategies:

- Grade the budgets and budget narratives using a teacher-prepared rubric according to specific project/assignment (scoring based on the number of skills being evaluated).
- Have students print spreadsheet and formulas sheet to check for accuracy of formulas/functions.

Suggested References

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Competency 1: Explain basic database applications.

Suggested Objectives:

a. Research, key, and illustrate terminology used with database applications.
b. Identify fundamental concepts relating to database applications.
c. Identify the basic components of a database application screen.

Suggested Teaching Strategies:

- Discuss the role that database applications hold in the state, national, and global workforce.
- Use presentation equipment to introduce terminology such as task pane, field name, field, field type, text fields, number fields, date/time fields, currency fields, memo field, yes/no field, hyperlink fields, AutoNumber fields, lookup field, field size, field format (general number, fixed, percent, standard, long, medium, short), primary key, wizards, form, record, sort ascending, sort descending, table, entry, relational database, query, complex query, parameter query, range query, select query, update query, design grid, form letter, mail merge, merge fields, report, report summary, etc.
- Explain basic components of a relational database and its structure, identify the different parts of the database window, and show examples of how to define fields and records while the students take notes.
- Have students key their notes from the teacher's presentation and use the Internet to find, copy/paste, and print the definitions. Have students e-mail or use the Blackboard® digital drop box to submit the completed notes.
- Have students prepare for vocabulary test using written activity or game.

Suggested Assessment Strategies:

- Completed term illustration and definition activity.
- Written test.

Competency 2: Perform basic database applications.

Suggested Objectives:

a. Demonstrate the use of a basic relational database.
b. Create and modify tables and forms using a relational database.
c. Enter and update records in a relational database.
d. Sort, update, and delete records in a relational database.

Suggested Teaching Strategies:

- Using classroom presentation equipment, the teacher will guide students through performance exercises to create a relational database. In the exercises, the students should complete the

following:

- Create and save a new database.
- Create and save multiple tables.
- Create different types of fields for the table (text, memo, number, date/time, currency, AutoNumber, yes/no, hyperlink, lookup).
- Select the primary key for the tables.
- Create, format, edit, and save a form in design view.
- Practice working with forms in design view and form view.
- Add multiple records to the form.

- Have students complete performance exercises on their own to practice the techniques listed above. Have students e-mail or use the Blackboard® digital drop box to submit their assignments.
- Have students peer review and peer teach techniques listed above as reinforcement. If needed, have them search the Internet to find database tutorials to enhance their understanding of database applications. Once students are comfortable with the techniques listed above, have them write a "tips sheet" with detailed steps of how to complete the techniques listed above. If time permits, allow students to insert screen shots into their "tips sheet." Have students e-mail or use the Blackboard® digital drop box to submit their assignments.

Suggested Assessment Strategies:

- Evaluate performance assessment of individual exercises.
- Use the writing rubric from ICT I, Unit I to evaluate the "tips sheet" for ideas, organization, and voice.

Competency 3: Perform advanced database applications.

Suggested Objectives:

a. Demonstrate the understanding of database relationships.
b. Demonstrate a mastery understanding of queries.
c. Develop form letters and mailing labels using a database program and a word processing program.

Suggested Teaching Strategies:

- Using classroom presentation equipment, the teacher will guide students through advanced database performance exercises. In the exercises, the students should complete the following:
  - Define relationships in a relational database.
  - Create and use queries.
  - Create range queries.
  - Create and use complex queries.
  - Create form letters and mailing labels from a database.
  - Create parameter and update queries.
- Have students complete performance exercises on their own to practice the techniques listed above.
- Have students peer review and peer teach techniques listed above as reinforcement. Have students search the Internet to find tutorials for the techniques listed above. Once students are comfortable with the techniques listed above, have them make additions to their "tips sheet"

with detailed steps of how to complete the techniques listed above. If time permits, allow students to insert screen shots into their "tips sheet."

- Have students compile their "tips sheets" into a database resource guide. Have students plan and conduct workshops or seminars about relational database techniques for faculty and staff of the school, parents, and community members.

Suggested Assessment Strategies:

- Evaluate performance assessment of individual exercises.

Competency 4: Design and create a database.

Suggested Objectives:

a. Research, access, process, and manage data.
b. Present data in a user friendly format.

Suggested Teaching Strategies:

- Collaborate with an academic teacher to determine a topic of study and content area questions. Samples of questions are listed below:
  - How does the range of sounds that humans can hear compare with the range of sounds that other animals can hear?
  - What effects does water pollution have on developing organisms?
  - What are issues concerning the impact of developments in space research and technology in agriculture, navigation, and telecommunications?
  - What are possible sources of error when predicting weather?
- Have students use the Internet, print resources (newspapers, books, magazines), PDAs, web databases, observational and measurement tools (microscopes, telescopes, probes), and other resources to collect real time observations, data, and information on their chosen topic.
- Have students organize the data into a relational database and use a database report to analyze and synthesize information.
- Using a word processing program, students will combine their database report with diagrams, flow charts, frequency tables, bar graphs, line graphs, and other types of graphic displays to draw conclusions and implications based on investigations of the question.
- Students will create a final report that incorporates qualitative and quantitative data gathered through the investigation. Have students create a multimedia presentation and share their report with the class.

Suggested Assessment Strategies:

- The academic and ICT teachers will collaborate to develop a rubric that will be used to evaluate the final report.

Competency 5: Integrate database application software with multiple technology productivity tools.

Suggested Objectives:

a. Integrate spreadsheets with data collection instruments to compare and contrast environmental and agricultural industries, conservation efforts, weather, and water quality in other countries.

Suggested Teaching Strategies:

- Have students use data collection instruments such as probes to collect environmental data. If applicable, students can complete the Environmental Module from the TRAC program to accomplish this task.
- Have students import that data into a spreadsheet application software program.
- Have students format the data.
- Have students use the Internet to research environmental and agricultural industries, conservation efforts, weather, and water quality in other states and other countries.
- Have students input the data from their research into the spreadsheet application file.
- Have students generate different graphs and statistics to compare and contrast the environmental and agricultural industries, conservation efforts, weather, and water quality in their community, other states, and other countries.
- Using a word processing program, have students use the writing process to compose and key a summary report. Students should integrate charts and graphs from the spreadsheet application program into their summary report.

Suggested Assessment Strategies:

- Collaborate with the science teacher to evaluate the summary report using a teacher-prepared rubric according to specific project/assignment (scoring based on the number of skills being evaluated).

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Competency 1: Explain basic network components.

Suggested Objectives:

    a. Discuss the terminology and components of a successful network.
    b. List advantages of using a network.
    c. Differentiate among different types of networks.
    d. Describe the various network communication standards.
    e. Discuss different ways to set up a home network.

Suggested Teaching Strategies:

- Give students a pretest to determine their prior knowledge of the Internet, e-mail, and other network components.
- Have students research the Internet to see different samples of web quests. Next, have students use a word processing program to create a web quest to define, type, and illustrate basic network terminology. Terminology should include but is not limited to; communications channel, the Internet, web, e-mail, FTP, instant messaging, chat rooms, web folders, videoconferencing, fax, wireless messaging services, text messaging, public Internet access points, global positioning system (GPS), networks, local area network (LAN), wireless local area network (WLAN), metropolitan area network (MAN), wide area network (WAN), client/server network, peer-to-peer network, Intranets, Ethernet, Bluetooth, dial-up lines, DSL, communication device, modems, wireless adapter, network cards, wireless access point, routers, switches, hubs, firewall, home networks, bandwidth, network specialist, network engineer, etc.
- Have students complete a web scavenger hunt to find the answers to the following questions.
  - What operating system has TCP/IP built into it?
  - What is the most common bridge used to connect two dissimilar networks?
  - What company developed the token ring protocol?
  - What is the purpose of the Bluetooth special interest group? Where are the headquarters of this organization?
  - How many cybercafés are located in Paris, France?
  - How many different types of networks are there? What makes them different?
  - What are communication standards and why should you know about them?
- Have students use a word processing and spreadsheet application program to write a grant to set up a network for the local boys and girls club. Students should include an introduction, problem statement or needs assessment, objectives, methods, timeline, evaluation, budget, and budget narrative.
- Have students respond to their learning by writing at least one page about their reactions, evaluations, and reflections on computer communications and networks. Students should post their writings on the Blackboard® discussion board.

Suggested Assessment Strategies:

- Completed definitions.
- Completed web scavenger hunt.
- Completed grant application

Competency 2: Practice setting up a network.

Suggested Objectives:

a. Discuss different ways to set up a network.
b. Practice setting up a network.
c. Show a strong understanding of how a network should be set up.

Suggested Teaching Strategies:

- Have a local merchant bring networking devices such as game consoles to the class and demonstrate how to link devices.
- Ask the local school district or a local industry network administrator or engineer to visit the class and demonstrate how they set up their network.
- Have students practice connecting graphing calculators and Personal Digital Assistants (PDA) and creating usernames, passwords, and assigning rights where appropriate.
- Have students use the writing process to compose a technical report on how to set up a network in a school or professional environment. Have students submit their report using e-mail or the Blackboard® digital drop box.

Suggested Assessment Strategies:

- Teacher observations.
- Use the writing rubric from ICT I, Unit I to evaluate the technical report for ideas, organization, and voice.

Competency 3: Demonstrate a strong understanding of network management.

Suggested Objectives:

a. Research and identify accessibility issues related to network management and information technology.
b. Design a computer lab.

Suggested Teaching Strategies:

- Students will research accessibility issues related to network management. Using their research, students will work as a class to develop a school standard for network management.
- Divide students into groups and give each group an imaginary budget. Students will use the budget to redesign and update their computer lab in order to make it accessible for students/people with disabilities.
- Have students work in groups to solve the following case study:

- You are interested in setting up a network at your home. Currently, there are two computers in different locations in your home and you want to look at the most efficient way to network these computers together. Use resources available to create a report that shows the cost of purchasing items for a wireless network versus a peer-to-peer network. Also, include information on the benefits of setting up a home network.
- Have groups present their report.

Suggested Assessment Strategies:

- Develop a rubric based on the standards students develop.
- Writing rubric from ICT I, Unit 1.

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Competency 1: Perform design applications.

Suggested Objectives:

a. Identify terminology used with advanced design applications.
b. Identify the basic components of an advanced design application screen.

Suggested Teaching Strategies:

- Have students use the Internet to research bridge design.
- Explain the concepts of Computer Aided Drafting (CAD).
- Using a multimedia presentation, show students the basic components of a design application screen. Students will identify the different parts of the screen in their notes.
- Have students research, key, and illustrate terminology related to advanced design applications (i.e., structure weight, breaking loads, measurements, geometric concepts, geometric angles, etc.).
- Have students complete the TRAC – MAGLEV Module.
- Have students use the writing process to research, design, and create a brochure that summarizes their knowledge of the MAGLEV Module.
- Have students complete the TRAC Bridge Builder Module to address comprehensive aspects of the design and building of bridge structures. In this module, numerous concepts are introduced independently and then are synthesized through a series of experimental demonstrations, hands-on projects, and computer-based simulations.

Suggested Assessment Strategies:

- Written test.
- Completed terminology activity.
- Completed MAGLEV Module.

Competency 2: Create advanced design applications.

Suggested Objectives:

a. Exercise sound reasoning in the development of a design application.
b. Make complex choices when using a design application.
c. Understand interconnections between different software applications.

Suggested Teaching Strategies:

- Have students complete the TRAC Design and Construction Module. This module covers the educational topics of data visualization and management of technology to benefit society, taught in social studies courses, and the positive and negative impacts of transportation systems. Transportation topics include horizontal curvature, traffic flow, and capacity relationships used with traffic engineering, determining the "best" road location to acquire right

of way, and traffic management systems. In this module, have students complete Activity One and Activity Two.

- Show students how to effectively use a geographic information system (GIS).
- Have someone from the local parks and recreation department come and speak to the class about the development and continued operation of the local city parks. Request that the guest speaker address budget concerns, park layout, safety concerns, etc.
- Using a GIS, have students work in teams to compare alternative sites and the best location for a new park according to information they learned from the guest speaker.
- Develop innovative plans, including specific recommendations illustrated by maps, for the new and improved park. Students can use design software, publishing software, or word processing software to accomplish this task (e.g., SIMCITY TRAC Module). Also, have groups work with a spreadsheet program to develop a budget for the building and operation of the new park.

Suggested Assessment Strategies:

- Develop a rubric or a checklist to evaluate the student group projects. If possible, invite the guest speaker to come back and evaluate each group project. Award a certificate to the winning group.

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Competency 1: Explain basic graphic design elements.

Suggested Objectives:

    a.   Identify terminology and techniques associated with graphic design.
    b.   Understand the basic components of graphic design software applications.

Suggested Teaching Strategies:

- Using a multimedia presentation, explain the design process to students.
- According to learning style or personality assessments, divide the class into five groups. Assign each group one of the following topics:
  - Introduction to Design
  - Color Theory
  - Composition and Layout
  - Perspective
  - Typography
- Students will use web sites such as http://www.mundidesign.com to research their chosen topic.
- Students will develop a presentation on their topic and teach their topic to the class.
- Using a LCD projector and a screen, the teacher will introduce graphic design software, such as Adobe Photoshop®, to students.
- Have students use handwriting recognition software or word processing applications to take notes from the lecture.
- Periodically throughout the note taking, request students to perform simple tasks. Students will be required to reinforce these skills by reviewing the techniques with other students by peer teaching.

Suggested Assessment Strategies:

- Allow students to evaluate presentations of their peers using the peer evaluation rubric from ICT I, Unit 9. Administer a written test on the topics that were presented in class.

Competency 2: Use basic graphic design elements.

Suggested Teaching Strategies:

- Have students gather high quality examples of display ads and flyers, logos, newsletters, brochures of all kinds, business cards, letterheads, magazines, newspapers, labels, books, book jackets, etc.
- Discuss characteristics of high quality work. Have the class develop a rubric to evaluate high quality design.
- Using personality and learning style inventories, divide students into groups of three to five.
- Have students research the Internet to research automobile designs.

- If applicable, have students use the design process and a writing tablet to sketch an electronic blueprint for an original automobile per team. Consider aerodynamics, fuel cost, materials cost, materials durability, etc. Invite an industry expert from the automotive industry to serve as a resource to students while they are completing this project.
- Have students pitch their design to the class.
- Regroup students and assign roles in a simulated ad agency. Randomly assign one of the automobile sketches.
- Have students collaborate to develop an advertising campaign to promote their assigned automobile. Invite an industry expert from the design industry or from a public relations firm to serve as a resource to students while they are completing this project. The advertisement campaign should include a variety of media formats such as desktop publishing and multimedia.
- Have students publish and present their final advertisement campaign to a panel of focus group of community members and parents.
- As an enrichment activity, have students choose a variety of advertisements of products that are personally appealing to them. Have students analyze the techniques used by each advertisement to attract teen buyers. Have students present this information in the most appropriate format.

Suggested Assessment Strategies:

- Use the graphic design checklist to evaluate the project.

Competency 3: Create basic graphic design elements.

Suggested Objectives:

a. Research Mississippi industries.
b. Create a logo and slogan to represent Mississippi industries.

Suggested Teaching Strategies:

- Have students individually research Mississippi industries and choose one that interests them.
- Have students individually generate a logo and slogan representing their chosen industry.

Suggested Assessment Strategies:

- Use the student-generated rubric to evaluate the logo and slogan.

Suggested Rubrics and Checklists

Graphic Design Checklist

The designer met the assigned deadline.	20	
The designer incorporated all given specifications.	20	
The design contained all necessary information.	15	
The design did not violate copyright regulations.	15	
The design was an original piece of art.	15	
The design reached a high standard of visual accomplishment (well crafted, communicated, and interesting).	15	
Total	100	

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Competency 1: Explain web design applications.

Suggested Objectives:

a. Research, key, and illustrate terminology used with web design applications.
b. Identify the basic components of a web design application screen.

Suggested Teaching Strategies:

- Use presentation equipment to introduce terminology such as alignment, animated GIF, animation, active server page (ASP), banner, bitmap image (bmp), check box, cascading style sheet (CSS), dynamic hypertext mark-up language (DHTML), drop down menu, Error 404, flash, web forms, frame, file transfer protocol (FTP), GIF, graphic backgrounds, hypertext markup language (HTML), hyperlink, hypertext, image map, information page, java, JavaScript, JPEG, mouse over, portable document format (PDF), radio button, WYSIWYG (What You See Is What You Get), etc.
- Explain basic components of a web application program, identify the different parts of the screen, and show examples of high and low quality web pages.
- Discuss characteristics of high quality web pages. Have the class develop a rubric to evaluate web pages.
- Use presentation equipment to demonstrate the basic components of web design applications. Have students take notes from the presentation.
- Have students use the Internet and a word processing application to find, key, illustrate, and print definitions. Students will also key their notes from the teacher's presentation.
- Have students prepare for vocabulary test using written activity or game.

Suggested Assessment Strategies:

- Completed term illustration and definition activity.
- Written test.

Competency 2: Perform basic web design applications.

Suggested Objectives:

a. Demonstrate the understanding of the HTML programming language.
b. Publish a web page.

Suggested Teaching Strategies:

- Using classroom presentation equipment, introduce students to the HTML programming language.
- Have students complete performance exercises on their own to practice using the programming language.
- Have students peer review and peer teach the use of HTML as reinforcement. Once students are

comfortable with the use of HTML, have them make create an HTML web resource guide with detailed steps of how to complete the different techniques. If time permits, allow students to insert screen captures into their guide.

Suggested Assessment Strategies:

- Evaluate performance assessment of individual exercises.

Competency 3: Perform advanced web design applications.

Suggested Objectives:

a. Demonstrate the use of a web design program.
b. Create and modify a webpage.

Suggested Teaching Strategies:

- Contact the Mississippi Attorney General's Office, textbook publishers, or multimedia specialists to visit the classroom and discuss Internet safety focusing on copyright, fair use, and accessibility issues related to web design.
- Using classroom presentation equipment, the teacher will guide students through performance exercises to create a web page. In the exercises, the students should complete the following:
  - Give the web page a title.
  - Insert, format, and edit text.
  - Insert graphics.
  - Insert hyper text links.
  - Insert mail to links.
  - Use image rollovers.
  - Insert graphics with links.
  - Use graphics effectively (e.g., .jpg vs. .gif, resizing in the web page editor, creating thumbnails, etc.).
  - Create and modify tables.
  - Create and modify lists.
  - Create and modify horizontal rules.
  - Indent text.
  - Use text alignment.
  - Add links (absolute vs. relative).
  - Add paragraph and line breaks.
  - Modify fonts and colors.
- Have students complete performance exercises on their own to practice the techniques listed above.
- Have students use the web page design rubric to peer review and peer teach techniques listed above as reinforcement.

Suggested Assessment Strategies:

- Evaluate performance assessment of individual exercises.

Competency 4: Design and create a web page.

Suggested Objectives:

a. Research a topic.
b. Present data in an easy to understand web page.

Suggested Teaching Strategies:

- Have students develop a web site for the Mississippi industry that was selected in the previous unit. The web site should include the logo, slogan, information about the industry, local area information, and contact information.

Suggested Assessment Strategies:

- Use a classroom web page evaluation instrument to evaluate student web pages.

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Competency 1: Create well-formulated long-term, intermediate, and short-term goals.

Suggested Objectives:

    a.   Understand the purpose and process of setting long-term, intermediate, and short-term goals.

    b.   Understand the mechanics of writing, including capitalization, punctuation, and usage.

    c.   Apply standard capitalization, punctuation, and usage rules when proofreading written assignments.

Suggested Teaching Strategies:

- Have students watch *10 Things Every Student Needs to Know to Study* video to introduce the remaining competencies for this unit and complete a teacher-made video guide individually. Have students then divide into five groups and assign two of the topics from each video to illustrate on chart paper and "teach" the rest of the class.
- Use the SMART Goals model to demonstrate the development of quality goal statements using strong *I*-statements and proper grammar. Have students rewrite goal statements using the SMART Goals model.
- In cooperative groups/pairs, have students differentiate among short-term, intermediate, and long-term goals using a graphic organizer and original goal statements (personal, academic, and career).
- Demonstrate the use of the *Weekly Reflection* to set academic goals.

Suggested Assessment Strategies:

- Use a video guide and/or group presentation (observation) checklist.
- Evaluate the SMART Goals statement writing activity.
- Have students write weekly reflections (ongoing).

Competency 2: Develop effective time management skills.

Suggested Objectives:

    a.   Understand the purpose and process of developing a semester, weekly, and daily calendar.

    b.   Set semester, weekly, and daily priorities.

    c.   Create semester, weekly, and daily calendars.

Suggested Teaching Strategies:

- Display and demonstrate the use of a variety of print and/or electronic calendars/planners, including PDAs, cell phones, etc. Have students identify the calendar of their choice to use for the remaining school year as a time management tool. Have the students record:

- Weekly lesson plans on board/e-mail for students to document in the planner.
- Projects, homework, tests, and other dates (for all classes) in calendar/planner with a self-developed color coding/organization system.
- All other events (academic, extracurricular, personal, social) should be recorded for time management.
- Discuss the importance of the daily To-Do List that should be completed at the end of day for the next day's activities and the concept of procrastination. Have students share their own battles about procrastination and their impact.
- Display the type of notebook and organization of the notebook required for the course. Provide a teacher-made checklist of all the necessary notebook elements.
- Have students calculate time available to study and study time required for each course by using the Time Management Formula and the Study Hour Formula activities. Have students convert their findings into percentages and insert values into a pie chart using the tools in technology productivity tools. Have students measure the angles of the pie chart using a protractor. Have students Think-Pair-Share to compare and contrast their findings.

Suggested Assessment Strategies:

- Use a Calendar/Planner and Notebook Checklist.
- Evaluate the time management calculation activity.

Competency 3: Apply appropriate skills and techniques for improving concentration and memory.

Suggested Objectives:

a. Identify strategies for improving concentration.
b. Differentiate between short- and long-term memory.
c. Use organizational strategies and sensory connections to improve memory.
d. Implement strategies to improve memory.
e. Incorporate graphical representations when reading assignments.

Suggested Teaching Strategies:

- Using a Venn Diagram, have students differentiate among internal and external distractions and discuss strategies for combating these issues for success.
- Have students differentiate among selective attention, pseudo forgetting, decay theory, and interference as related to memory skills using a graphic organizer of choice on chart paper.
- Have students use the Internet to research the difference between long- and short-term memory. Have students research/identify memory building strategies. Assign pairs the following memory building strategies to present to the class visually or in a role play using actual content they are currently learning in another class: tools for recitation, distributed practice, clustering/chunking, mental visualization, LINK system for lists, acronyms, and acrostics.

Suggested Assessment Strategies:

- Evaluate students' Venn Diagrams.
- Observe the students' use of the Internet and their searching techniques.
- Have students demonstrate memory strategies (ongoing).

Competency 4: Develop effective written, oral, and nonverbal communication skills.

Suggested Objectives:

    a.   Identify the impact of effective and non-effective communication.
    b.   Identify characteristics of effective written, oral, and nonverbal communication.
    c.   Identify personal strengths and weaknesses in communication.
    d.   Develop a communication improvement plan.
    e.   Demonstrate empathic and active listening skills.
    f.   Determine how to apply communication skills to specific situations.

Suggested Teaching Strategies:

- Pass out cards with different shapes (see below for samples).
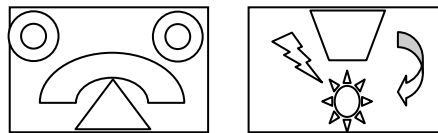
- Divide students into groups of four or five. Have one student (the describer) in the group describe the drawing on the card to other students using verbal instruction only (no hands). Without seeing the picture on the card, other students will listen to the descriptions and draw their interpretation of the picture. The describer cannot observe other students while they are drawing. Students will have five minutes to complete their drawings.
- Allow a second student to describe a different card to the group. The describer can look at the students' interpretations and correct them verbally. Group members have five minutes to complete their interpretation of the picture.
- Allow a third student to use only nonverbal communication when describing a different card to the group. Give group members five minutes to complete their interpretation of the drawing.
- Allow a fourth student to use nonverbal and verbal communication when describing a different card to the group. Give group members five minutes to complete their interpretation of the drawing.
- Have students compare drawings to determine whose drawing is closest to the original drawing and discuss the difficulty of communicating with barriers.
- Divide students into four groups. Assign each group an article related to effective communication skills (nonverbal, verbal, written, body language, etc.). Give each group a set of markers and chart/bulletin board paper. Have each group read their article and present the information to the class using markers and chart/bulletin board paper. Ask students not to use words, but to use pictures on their chart/bulletin board paper. Then have students work as a whole group to create a single list combining elements from all of the articles.
- Based on the information from the articles, have students use the writing process and a word processing program to create a survey that evaluates their communication skills. Ask students to use the survey to evaluate their personal communication skills. Ask students to give the survey to peers, family members, and teachers. Have students input data into a spreadsheet application program. Have students compare and contrast their personal evaluation to the evaluation of peers, family members, and teachers.
- Have students develop a plan to improve written, oral, and nonverbal communication skills.

Suggested Assessment Strategies:

- Evaluate students using a classroom participation checklist.
- Evaluate students' communication improvement plans using a writing rubric.

Competency 5: Implement effective note-taking and text-reading strategies and techniques.

Suggested Objectives:

a. Understand the forms and formats that can be used to take effective textbook notes.
b. Develop skills necessary to take effective notes before, during, and after lectures.
c. Use technology to prepare, organize, and master essential note-taking skills.
d. Recognize patterns of organization in textbooks.
e. Identify definition, sequence, list, compare-contrast, and cause-and-effect patterns of organization from readings and lectures.
f. Summarize lecture notes, paragraphs, and essays using patterns of organization.

Suggested Teaching Strategies:

- To introduce the concept of note taking, have students watch a 6-8 minute informational video clip of the teacher's choice with no preparation or introduction. Tell them to watch it to gain information on the topic and not take notes. Afterwards, have students answer several questions based on the clip. Show the clip again with students taking notes this time. Afterwards, have students answer a different set of questions (same clip). Discuss the difference in the results and correlate this activity to the importance of taking good notes during class.
- Using multimedia presentation equipment, demonstrate general note-taking tips and the Cornell Note Taking System® as an effective way to take notes during class or when reading text. Before beginning, have students predict what each step of the system means: record, reduce, recite, reflect, and review. Have students differentiate between reviewing and reflecting. Simulate a mini-lesson where students use the note-taking column to record notes. In class, they convert their notes to the cue column and summary section, using color coding, special bulleting, etc. if they so choose. Have students practice using the system all the way through recitation practice. Have students actually apply this technique in one of their other classes.
- Have students identify all the different parts of a textbook and determine the purpose of each part.
- Introduce the SQ4R system (survey, question, read, record, recite, reflect) for reading textbooks or content materials. Have students predict what actions they think are taken in each step of the process. As a whole class, demonstrate the use of the SQ4R system with a chapter in a textbook. Have students use this strategy with a text reading required for another class.

Suggested Assessment Strategies:

- Observe video activity participation.
- Evaluate the Cornell Note Taking® in-class activity.
- Evaluate the Cornell Note Taking® other-class activity.
- Evaluate the completed SQ4R activity.

Competency 6: Develop effective test-taking skills and strategies.

Suggested Objectives:

a. Identify general test-taking strategies.
b. Apply general test-taking strategies.
c. Develop relaxation techniques and positive self-talk to aid in test anxiety.
d. Utilize technology resources to prepare for exams.
e. Develop study-review plans and exam-day strategies when taking exams.
f. Utilize strategies to effectively answer both objective and subjective exam questions.

Suggested Teaching Strategies:

- As a whole class, create a semantic web of students' responses to such questions as: How do you study for a test? Where do you study? Do you have any rituals? How do you feel on the day of the test? Do you set a grade goal for yourself? Do you like to study with a partner? What are your fears about test taking? Have the students watch the Test Taking Strategies video to introduce the concepts of the different types of tests and study strategies using a teacher-made video guide.
- Have each student collect test-taking data from 5-6 students including: test type most comfortable/easiest/preferred, test type least comfortable/hardest/least preferred, and any other appropriate categories they choose to survey. As a whole class, have students combine the data and create a bar graph to represent the information.
- Have students identify the different types of tests and strategies to use for each type by researching test-taking strategies on the Internet. Groups may be assigned each type of test and teach/demonstrate to the class each helpful strategy.

Suggested Assessment Strategies:

- Evaluate the data collection and reporting activity using a writing rubric.
- Use a rubric to evaluate group presentations.

Competency 7: Improve self-esteem.

Suggested Objectives:

a. Research issues related to self-esteem.
b. Identify the benefits of positive self-esteem.
c. Create a product that will help others improve their self-esteem.

Suggested Teaching Strategies:

- Have students work in groups to research issues related to self-esteem.
- Have each group create a children's book for elementary students related to improving self-esteem. Have students visit a local elementary school and teach younger students about the importance of self-esteem.

Suggested Assessment Strategies:

- Have a committee of parents, teachers, administrators, and business/industry members evaluate the books for content and creativity.

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Student Competency Profile for Information and Communication Technology I

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Ethics

_____1.   Identify course expectations, school policies, program policies, and safety procedures related to Information and Communication Technology (ICT).

_____2.   Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.

_____3.   Develop leadership skills.

_____4.   Compare and contrast career pathways at the state level, national level, and global level.

_____5.   Exercise sound reasoning in understanding and making complex choices about working in teams.

_____6.   Understand the ethical, cultural, and societal issues related to technology.

_____7.   Practice the responsible use of technology systems, information, and software.

_____8.   Research social, ethical, and human issues related to technology and careers.

Unit 2: Basic Operations and Technology Concepts

_____1.   Demonstrate a sound understanding of the nature and operation of technology systems.

_____2.   Demonstrate proficiency in the setup of a computer system.

_____3.   Operate basic computer applications.

_____4.   Exercise sound reasoning in understanding and making complex choices about working with information technology and people with disabilities.

Unit 3: Technology Communication and Research Tools

_____1.   Explain telecommunication applications.

_____2.   Utilize applications of telecommunications.

_____3.   Publish and interact with peers, experts, and other audiences using telecommunications.

_____4.   Understand technology used to locate, evaluate, and collect information from a variety of sources.

_____5.   Utilize technology to locate, evaluate, and collect information from a variety of sources.

Unit 4: Keyboarding

_____1.   Perform keyboarding applications.

Unit 5: Word Processing and Publishing

_____1.   Perform basic word processing applications.

_____2.   Utilize basic word processing skills to create business correspondence.

_____3.   Explain desktop publishing application

_____4.   Perform desktop publishing applications.

_____5.   Create a desktop publishing document.

Unit 6: Multimedia Applications

_____1.   Explain multimedia presentation applications.

_____2.   Create a multimedia presentation.

_____3.   Identify the appropriate uses of a digital camera.

_____4.   Describe the basic operation principles of multimedia presentation accessories.

Unit 7: Career Exploration

_____1.   Explore foundation skills and knowledge of academic and technical literacy and the Mississippi Career Pathways Model.

_____2.   Explore careers in each of the seven Mississippi Career Clusters.

Student Competency Profile for Information and Communication Technology II

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Safety and Orientation (Review and Reinforcement)

_____1.   Identify course expectations, school policies, program policies, and safety procedures related to Information and Communication Technology II.

_____2.   Identify student learning styles, previous knowledge, and self-awareness.

_____3.   Participate in educational, occupational, and leadership opportunities.

Unit 2: Input Applications

_____1.   Perform basic keyboarding techniques (ongoing).

_____2.   Utilize speech recognition software (ongoing).

_____3.   Utilize handwriting recognition software (ongoing).

_____4.   Develop, implement, and communicate using different input technologies.

Unit 3: Technology Productivity Tools: Spreadsheet Applications

_____1.   Explain spreadsheet applications.

_____2.   Perform spreadsheet applications.

_____3.   Create and graph spreadsheet data.

Unit 4: Technology Productivity Tools: Database Applications

_____1.   Explain basic database applications.

_____2.   Perform basic database applications.

_____3.   Perform advanced database applications.

_____4.   Design and create a database.

_____5.   Integrate database application software with multiple technology productivity tools.

Unit 5: Technology Lab Management and Networking

_____1.   Explain basic network components.

_____2.   Practice setting up a network.

_____3.   Demonstrate a strong understanding of network management.

Unit 6: Technology Productivity Tools: Design Applications

_____1.   Perform design applications.

_____2.   Create advanced design applications.

Unit 7: Technology Productivity Tools: Graphic Design Applications

_____1.   Explain basic graphic design elements.

_____2.   Use basic graphic design elements.

_____3.   Create basic graphic design elements.

Unit 8: Technology Productivity Tools: Web Design Applications

_____1.   Explain web design applications.

_____2.   Perform basic web design applications.

_____3.   Perform advanced web design applications.

_____4.   Design and create a web page.

Unit 9: Technology Problem-Solving and Decision Making Tools

_____1.   Create well-formulated long-term, intermediate, and short-term goals.

_____2.   Develop effective time management skills.

_____3.   Apply appropriate skills and techniques for improving concentration and memory.

_____4.   Develop effective written, oral, and nonverbal communication skills.

_____5.   Implement effective note-taking and text-reading strategies and techniques.

_____6.   Develop effective test-taking skills and strategies.

_____7.   Improve self-esteem.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Computer work centers (desk and chair) (One per student, one for handicapped)
   Personal computer – to follow minimum specifications as published by MDE and to include access to the following:

   a. CD ROM
   b. Printer (1 per 2 workstations, if not networked)
   c. Internet access
2. Laser printer
3. Color inkjet printer
4. Presentation binding machine
5. 10 Electronic writing pads
6. Digital camera
7. USB memory card
8. Video camera with tripod

NON-CAPITALIZED ITEMS

1. Copy holder
2. CD writer
3. Electric 3-hole punch
4. Electric pencil sharpeners (2)
5. Electric stapler

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Telephone line with cordless telephone (separate telephone line for modem/fax hookup)
2. TV
3. VCR/DVD player
4. Television
5. PDA
6. Tablet PC
7. White board (minimum)
8. Trash cans
9. CD ROM storage cases
10. NetOp school software
11. Heavy duty hole punch
12. Filing cabinet
13. Electronic white board
14. Paper cutter
15. Data projector
16. Scanner with support software installed

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Graphic Design I**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **½**

Contact: **MDE Office of Curriculum and Instruction**
                     Central High School Building
                     359 North West Street
                     Post Office Box 771
                     Jackson, MS 39205-0771
                     Phone: 601-359-2586

Graphic Design I

Unit 1: Introduction, Safety, and Orientation

Competency 1: Identify course expectations, school policies, program policies, and safety procedures related to Digital Media Technology (DMT).

Suggested Enduring Understandings	Suggested Essential Questions
1. Policies, expectations, and safety procedures are essential elements for any endeavor.	1. What would it be like without rules, policies, and safety procedures?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify course expectations, school policies, and program policies related to Digital Media Technology (DMT).	a. Prepare a multimedia presentation to preview the school's handbook, the technology acceptable use policy, and safety procedures for classrooms and building level. Have students use a Venn diagram to compare and contrast course, school, and program policies to employee expectations. Have students summarize the comparison in a blog entry.	a. Conduct a Jeopardy game show to test students' knowledge of course expectations, school policies, learning styles, and program policies related to DMT. Use the **Blog Rubric** to evaluate student Venn diagram comparison.
b. Apply safety procedures in the computer classroom and lab.	b. Discuss lab and equipment safety procedures to include fire extinguishers, clothing, electrical, and jewelry. Pre-assess student knowledge of workplace safety by asking students to describe potential computer-related health problems and workplace safety issues.	b. Assess each student's safety knowledge with a unit test administered via the Blackboard Learning System, and file the completed test for documentation. Each student must score 100% accuracy before being allowed to participate in lab activities.

Competency 2: Explore personality development, leadership, and teamwork in relation to the classroom environment, interpersonal skills, and others.

Suggested Enduring Understandings	Suggested Essential Questions
1. Personality, teamwork, and leadership abilities are integral components for creating a healthy learning community.	1. How can you create a harmonious work environment that includes a diverse group of different personality types and skill levels?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify potential influences that shape the personality development including personality traits, heredity, and environment.	a. Show students a learning style video found at http://www.teachertube.com (Title: *Just Say Yes!*) (Multiple Learning Styles). Have students take a learning styles inventory (http://www.vark-learn.com) to determine student learning styles. Explain to students that it is important to know they learn. Have students divide into groups based on learning styles. Have each group create a collage using magazines and bulletin board/poster paper that explains its learning style.	a. Evaluate the learning style collage based on content and creativity. Use information from this inventory throughout the year when assigning group work. Have students summarize the information from the learning style and personality inventory in a blog entry titled "How I learn best…."
b. Develop a report on how personality traits affect teamwork and leadership skills.	b. Discuss the importance of understanding different personalities.	b. Analyze short scenarios of cooperative and noncooperative group members.
c. Identify forces that shape personality development including personality traits, heredity, and environment.	c. Discuss role-play learning styles to effectively work in a team setting.	c. Use the **Role-Play or Skit Rubric** to evaluate student work.
d. Develop effective leadership, decision-making, and communication skills.	d. Discuss the qualities of an effective leader, and identify opportunities available through student organizations and in the local community that develop leadership skills. Have students identify and interview five community leaders and ask each leader, "Why do you think you are an effective leader?" Have students bring those traits to the next class meeting. Make an overall list of characteristics. Have each student set a goal and work toward improving his or her personal leadership.	d. Use a rubric to grade a summary report of matching leaders and opportunities in the community to develop leadership skills.

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For additional references, activities, and Web resources, please refer to the Digital Media Technology P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Graphic Design I

Unit 2: Ethical Content and Production

Competency 1: Research copyright rules, regulations, and issues related to graphics and images produced by others and original work, and adhere to those rules and regulations when developing work.

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will understand the issues that relate to copyright guidelines and violations.	1. Why is copyright important? 2. Why should individuals be aware of the various copyright violations and predict the consequences?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define terms related to copyright rules, regulations, and issues related to graphics and images produced by others and original work.	a. Use a multimedia presentation to discuss the terms related to copyrighting, and use the "vocabulary word maps" teaching strategy to help students grasp the terms. Additionally, have students create a dictionary that describes and has a picture of each vocabulary word. Vocabulary words may include the following: • Fair use • Statute of limitations • Shareware • Freeware • Infringement • Model release • Patent • Trademark • Trade secret • Public domain • Peer to peer (P2P) • File sharing • Hacker • Intellectual property • License agreement	a. Assess each student's copyrighting/ethical knowledge with an electronic test administered through the Blackboard learning system.
b. Research copyright laws related to graphics, images, and other original work.	b. Display graphics, images, songs, and other original work samples, and use the "four corners" teaching strategy, and discuss the ethical dilemmas as they pertain to copyrighting and artist creativity. Have students research the problems of illegal downloading, copyright laws, and news articles about copyrighting violations. Have students take key points from approximately five Web	b. Observe students for active participation in choosing a corner and contributing to the group discussion. Assess for completion and participation.

sites. Lead the discussion, and post responses via Blogger or a discussion board.

c.	Give examples of copyright violations related to trademark, symbols, length of time, and public domain.	c.	Have students review the CyberBee flash Web site on copyright regulations (www.cyberbee.com/cb_copyright.swf). Have students complete "Ethics: A WebQuest" (http://www.aacps.org/aacps/boe/INSTR/CURR/COMED/HSWebQuest/EthicsQuest/index.htm) about copyright laws. Provide students with case studies involving copyright violation related to trademark, symbols, length of time, and public domain. Have students work in teams to analyze the case studies analyzing and developing ways to prevent breaking copyright rules and regulations.	c.	After group discussion, go through the questions posed on the Web site, and have students answer the questions on paper to be graded for correctness. Evaluate students using the rubric(s) provided in the WebQuest. Evaluate case studies involving copyright violation related to trademark, symbols, length of time, and public domain for correctness.
d.	Prepare images and video for Web and print that meet copyright guidelines.	d.	Discuss the points from "The Learning Page—Getting Started" (www.loc.gov). Demonstrate to students how to get permission and give credit to an author for his or her work. Explain how to search for legal use clip art, graphics, and songs. Have students create a PhotoStory with graphics and songs from the Internet.	d.	Observe students' searching methods and permission requests. Evaluate student PhotoStory projects showing mastery of preparing images for video for Web and print that meet copyright guidelines for correctness, creativity, and format.

Competency 2: Research online content, and evaluate content bias, currency, and source.

Suggested Enduring Understandings

1. When researching information, especially online, it is necessary to look for clarity, currency, and relevancy.

Suggested Essential Questions

1. What are some ways to research?
2. How are the terms *clarity*, *currency*, and *relevancy* essential to researching?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Determine how to search for information online.	a. Review information on the Web site "Checklist for Evaluating Web Sites," and give students an opportunity to view the evaluation checklist (http://www.lib.umd.edu/guides/webcheck.html). Review teacher-selected Web sites on clarity, currency, and relevancy, and evaluate them using the Web Page Evaluation Form at www.ncsu.edu/midlink/tutorial/www.eval.html.	a. Evaluate the questionnaire worksheet and record in the grade book. Evaluate the Web site reviews for completion.

	Review Web page techniques and strategies for searching on the Web. Have student groups create a brief PowerPoint on the Web page techniques and strategies that could be used to present to non-DMT students.	Evaluate the PowerPoint slide show with a rubric.
b. Correlate information with multiple sources.	b. Read and discuss the articles "Wikipedia Founder Discourages Academic Use of His Creation Wikipedia" and "Americans Use Multiple Research Sources." Have students critique the articles and present the different points of view on researching using Blogger.	b. Review each article critique on the blog with the **Article Critique Rubric**.

Competency 3: Define and abide by the journalistic code of ethics.

Suggested Enduring Understandings

1. In journalism, certain standards of ethics must be examined and applied locally and/or federally.

Suggested Essential Questions

1. Journalists must abide by certain codes of ethics. Why is this necessary to this profession?
2. Who makes up this code, and who decides what should or should not be followed?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define terms related to the journalistic code of ethics.	a. Create a Jeopardy game based on journalistic terms. Examine the "Handbook of Journalism" Web page, and have students brainstorm and discuss the points from the article in small groups. Have a group spokesperson report the group consensus to the group. Review codes of ethics from various organizations. Help students learn to write codes of ethics, policies, and/or standards for the workplace. Vocabulary words may include the following: • News council • Media bias • Sensationalism • Double standard • Censorship • Freedom of the press • Propaganda • Editorial • Paparazzi	a. Evaluate student knowledge of terms with a vocabulary test. Evaluate the student discussion with a **Peer Evaluation Checklist** to assess participation. Assess the codes of ethics for completion and student participation.
b. Identify the similarities and differences between	b. Discuss and locate examples of news and advertisement articles and clips, and discuss the similarities and differences. Have students create a	b. Grade student charts based on content, creativity, and clarity

news and advertisement.	chart that compares and contrasts the two.	using the **Compare and Contrast Chart Rubric**.
c. Compare and contrast news and opinions, and determine the benefits and dangers of reporting non-biased information.	c. Give students a current topic or news event, and have them research the event and determine whether the information given is factual or based on opinion. Students should prepare a written response.	c. Evaluate students' written response. Assess for correctness. [CS2, CS4]
d. Demonstrate the ability to avoid conflicts of interest, bribery, and knowledge of personal political and economic interests.	d. Create a PowerPoint slide show explaining the point of conflicts of interest, bribery, personal political and economic interests, competing points of view, time frame for news stories, censorship, confidentiality, anonymous sources, proper use of sound bites and quotes, libel and slander, privacy rights, and the principle of harm limitation. Have a guest speaker from the local newspaper talk to students on the aforementioned topics. Have students summarize what was discussed from the speaker's presentation.	d. Assess student knowledge of the PowerPoint slide show content with a written test. Evaluate student summaries using a rubric.
e. Maintain confidentiality of sources, and avoid anonymous sources when possible.	e. Lead a discussion of the article "Should Reporters Give Up a Confidential Source?" Have students debate whether some or all sources should remain confidential. Provide students with copies of the transcript "Reporter's Privilege," and assign them to read it for homework prior to class. During the first class period, discuss the journalistic issues involved in this situation. Assign students roles to play in a mock trial of these reporters. Provide students with copies of the case history below prior to assigning roles.	e. Observe students' debate, and use a checklist to evaluate. Use a performance-based evaluation/checklist for the role-playing activity.
f. Demonstrate proper use of pictures, sounds bites, and quotations.	f. Have students work in teams of two to three to research the proper use of pictures, sound bites, and quotations. Have students find an article related to each topic. Have students create a wiki defining, discussing, showing an example of proper use, and showing an example of improper use.	f. Evaluate student wikis related to the proper use of pictures, sound bites, and quotations for content, format, and creativity.
g. Discuss plagiarism and the consequences of plagiarizing.	g. Guide students though the "Plagiarism Court" Flash tutorial. Have students complete the module "The Consequences of Plagiarism."	g. Evaluate students with a written or oral test based on the "Plagiarism Court" tutorial. Evaluate students on

		the response to the pieces in the module with a questionnaire.
h. Demonstrate standards for factual reporting.	h. Review the guide "Reading Newspapers: Factual Reporting," and guide the students through the discussion with the corresponding questions that follow the guide.	h. Evaluate students with a written test on the guide.
i. Demonstrate an understanding of libel and slander, privacy rights, and a publisher's obligation to defend a reporter against any libel suit filed against him or her.	i. Divide students into three groups. Assign each group one of the following topics: • Liable and slander • Privacy rights • Publisher's obligation to defend a reporter against any libel suit filed against him or her Have each group research and create a presentation on its topic. The presentation must teach the topic to classmates and include samples and scenarios of violations. Additionally, the group should lead a class discussion of what should have happened for each violation.	i. Have students create a one-page report that summarizes their understanding of liable and slander, privacy rights, and the publisher's obligation to defend a reporter against any libel suit filed against him or her. Evaluate the one-page report for content, grammar, and format. Have students peer review before turning in the final product. After evaluating the report, have students correct their reports and post to their Blackboard electronic portfolios.
j. Describe the principle of harm limitation.	j. Have the following quote posted on the Blackboard announcements section: *"Every news organization has only its credibility and reputation to rely on."* – Tony Burman, editor in chief of CBS News Use the following questions to facilitate conversation: • What does Mr. Burman mean by this quote? • What does this quote mean to you? • How could a news organization lose its creditability? • What would happen if a news organization loses its creditability? Have students go to Wikipedia and search for the principles of harm limitation. Explain that the principles of harm limitation involve the withholding of certain details from reports such as the names of minor children, crime victims' names,	j. Give students made-up scenarios of news stories that involve details such as names of minor children, crime victims' names, and so forth. Have students create a news article or script for a news report that gives the audience information related to the story without violating the principle of harm limitation.

or information not materially related to particular news reports whose release might, for example, harm someone's reputation. Have students search through newspapers and online news reports to find examples of where the author/reporter kept or violated the principles of harm limitation. Have students create a poster collage with examples.

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For additional references, activities, and Web resources, please refer to the Digital Media Technology P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Graphic Design I

Unit 3: Photography

Competency 1: Demonstrate proficiency in the setup, operation, and troubleshooting of a graphic design computer.

Suggested Enduring Understandings

1. Proficiency in the setup and maintenance of an operating system and application software is essential to understanding and avoiding future problems.

Suggested Essential Questions

1. How do you know if you are having hardware or software problems?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate proficiency in the setup and maintenance of a graphic computer system.	a. Use a multimedia presentation to discuss the setup and maintenance of a graphic computer system.	a. Administer a diagram test.
b. Manipulate a window by using application software functions and keyboard shortcuts.	b. Use presentation equipment to demonstrate window applications and keyboard shortcuts.	b. Conduct an observation check for understanding.
c. Demonstrate knowledge of an electronic file management system and folder management.	c. Use presentation equipment to demonstrate the operation of setting up files and folders.	c. Conduct an observation check for understanding.

Competency 2: Explain photography and graphic design elements.

Suggested Enduring Understandings

1. Professional images are so perfect looking. How do I make my images look professional?

Suggested Essential Questions

1. How are images analyzed?
2. How are images enhanced to make them look more professional?
3. How are imperfections in images corrected?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify safety and proper use of equipment related to	a. Discuss proper handling and safety rules when using a digital camera. Do training with students one on one to ensure that they understand how to	a. Evaluate student comprehension with a safety checklist of

| photography. | handle the camera. | the dos and don'ts. |

Review the dos and don'ts of digital camera care.

Do...
- Regularly clean the camera.
- Lens care: To take care of the lens, make sure that you never, ever touch it directly with your fingers and that you put on the lens cap when not shooting pictures.
- Handle all moving parts of the camera with care.
- Turn off the camera before removing or disconnecting the power source or a cable or removing the battery or memory card.
- Keep your camera dry and free from condensation.
- Store your camera correctly if it is not going to be used for a long time.
  - When storing your digital camera, you need to keep it away from magnets of any form. Magnets will affect the circuitry of your digital camera and should not be placed near it.
  - Another point to note is to use silica gel to combat condensation. Many electronic products come with silica gel capsules. Keep these, and put them in your digital camera storage box. It will prevent condensation.
  - Batteries can have corrosive leaks over time. Therefore, the batteries of the camera should also be removed if you intend to store the camera away for a long time.
  - Store your digital camera in a **cool, dry place** away from windows, furnaces, and damp basements.

Don't...
- Subject your camera to knocks, vibration, magnetic fields, smoke, water, steam, sand, or chemicals.
- Store or use your camera in humid, dusty, or dirty places.
- Subject your camera to extreme hot or cold temperatures.
- Place your camera in direct sunlight for prolonged times or in a car when it is hot.
- Scratch the camera with hard or sharp objects.
- Drop your camera in water. It may be damaged beyond repair.
- Use canned air. Most consumer digital cameras are not airtight, and canned air may blow dust into the inside of the lens.

| b. Identify the basic | b. Show students the different parts of a digital | b. Give a written test to |

| components of a digital camera and photography-related terms. | camera, and allow for discussion on how cameras are similar and how they are different. Vocabulary terms may include the following:
• Shutter release
• Program settings
• Battery compartment
• Zoom ring
• Focusing ring
• Focal length
• Aperture
• Shutter speed
• ISO rating
• Framing
• Emphasis
• Angle of view
• Balance
• Rule of thirds
• Close-ups
• Tone and sharpness
• Arrangement
• Portrait
• Landscape
• Lens
• Zoom lens
• Depth of field
• Autofocus
• Resolution
• Pixel
• Megapixel
• White balance
• Camera body
• LCD display
• Viewfinder
• Memory card
• SD card
• Flash (camera flash)
• Filter
• Tripod
• Batteries
• File compression
• Macro
• Aperture
• Shutter speed
• ISO rating | assess DOK for terms, phrases, and functions as they pertain to the given competency.

Provide a checklist to determine DOK of camera parts, camera similarities, differences, and basic functions. |

Competency 3: Complete a photography project that meets the needs of an audience.

Suggested Enduring Understandings

1. It is important to know how to take photographs that are professional in their composition and meet the needs of the client.

Suggested Essential Questions

1. What techniques do professional photographers use?
2. How are computers used to make professional photographs and pictures?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explore image composition and elements of visual design through photography.	a. Have students download their images, and compare them to your examples. Use this comparison to continue the discussion of image composition.	a. Give a performance-based assessment that shows knowledge of composition and elements of visual design.
b. Distinguish file type per job needed.	b. Incorporate a variety of image files types into a collage of images. Discuss with students the differences file types make in relation to storage (i.e., file card, media card, and selection). Discuss with students the different applications, advantages, and disadvantages of saving files in the various formats. File types may include the following: • Raw • Jpeg (two types) • Gif • Tiff • Bitmap • PDF • PSD	b. Give a written test to assess DOK for terms, phrases, and functions as they pertain to the given competency. Teacher observation Give students scenarios to determine which file format would be the best suited for the application.
c. Use digital cameras to learn the basics of photography.	c. Illustrate basic digital camera skills such as how to operate the camera and save and download files.	c. Give a performance-based assessment on how to take a picture and how to transfer that image to the computer.
d. Identify and produce portrait photographs, art photographs (objects in the classroom), and landscape	d. Have students experiment with taking portrait photographs, art photographs, and landscape photographs. Lead an open discussion among the students relative to the different elements and applications of the different types of photos.	d. Have students observe examples of portrait, art, and landscape photos. Students will determine photo

photographs.		type and note it on an answer sheet to be submitted for grading.
e. Use photo manipulation to investigate the potential of color enhancement and retouching.	e. Instruct students to retake their photographs, trying to improve on their initial efforts by applying their knowledge of image composition and elements of visual design. Viewing the photograph via photo enhancing software, let them experiment on photo enhancing software and determine the most satisfactory image according to brightness, contrast, and color.	e. Have students demonstrate mastery by using a performance-based checklist.
f. Compare and contrast the advantages of manipulating a saved copy of an image in various formats.	f. Translate the "I do, we do, you do" method.	f. Have students save manipulated photos to a student folder for grading.

Competency 4: Use photo editing software to create and edit a product for a customer.

Suggested Enduring Understandings

1. Photo editing software can be a powerful business tool when used appropriately.

Suggested Essential Questions

1. What types of software are available to enhance images?
2. How can I combine digital camera effects with the photo editing software most effectively in order to achieve my client's needs?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify terminology related to the photo editing software.	a. Have students perform the activities outlined in the *Adobe Photoshop CS3 Classroom in a Book* excerpt "Getting to Know the Work Area." Terms may include the following: • Layers • Mask • Filters • Sharpening • Noise • Toolbox tools selection • Cloning	a. Use a rubric to assess collage, images, and other performance-based work.
b. Demonstrate how to open and save an image from a digital camera and an image from a scanner in photo editing software.	b. Have students perform the activities outlined in "Adobe Guide: How to Scan Images."	b. Allow peers to evaluate other classmates' work and assign a grade.

c. Apply the following tools of photo editing software: • Histogram • Levels • Curves • Brightness • Auto color correction • Clone stamp • Lasso • Magic wand • Crop • Image • Canvas size • Transform	c. Discuss and demonstrate the following techniques to help students make their pictures the best they can be for their collages: • Assessing color: Use the histogram to determine whether to use the levels, curves, and brightness sliders to adjust color in a photograph. • Adjusting color: Use the auto color-correction tools. • Retouching: Use the Clone Stamp to remove unwanted elements, use the Spot Healing Brush to touch up small areas, or use the Red Eye tool to remove red eye. • Selecting: Use selection tools such as the Lasso and Magic Wand tools to correct a blemish, or use selection tools to select a certain element of an image to copy and paste into a collage. • Cropping and straightening: Use the Crop tool to remove unwanted elements of a photograph. • Resizing: Use the Image and Canvas Size tools to adjust the size of the image. • Resolution: Use Resolution Check to prepare the collage for printing on the designated size of paper. (Minimum for printing for 8-in. by 10-in. is 1600x1200 pixels.) • Experimenting: Experiment and keep track of your changes by using the History palette, and remove unwanted steps with the Undo palette. • Merging photos: Use Photomerge to create panoramic images. • Transforming photos: Use Transform tools to scale, rotate, or skew a selection. **Note:** Emphasize to students the importance of using editing and manipulation tools thoughtfully so they do not change the original intent of the photographs. Explain that being able to make changes means they should be careful about what they are creating.	c. Give a written test to assess DOK for terms, phrases, and functions as they pertain to the given competency.
d. Determine proper resolution for printing an 8-in. by 10-in. photograph on the designated size of paper using photo editing software.	d. Utilizing the "I do, we do, you do" method, first demonstrate the process of determining proper resolution of a specific photo for a given paper size; next, work through the process along with the students; finally, have them repeat the process on their own.	d. Have students save an image to a student folder on the desktop or network drive. The teacher will evaluate for accuracy.
e. Use Photomerge to create panoramic images.	e. Demonstrate the process of stringing photos together.	e. Have students string together a minimum of three photos into a panorama. Evaluate

for accuracy and
appearance.

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Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Graphic Design II**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **½**

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Graphic Design II

Competency 1: Apply color theory and design principles.

Suggested Enduring Understandings

1. It is important for students to learn to follow through with a project for a client from the onset to the delivery of the final product.

Suggested Essential Questions

1. What kind of projects can students anticipate in the workplace?
2. How can students combine color theory and design principles knowledge with the delivery of a project to a client?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the types of design principles, and have students define design principle terms.	a. Explore color theory and design through planning and creating a project for clients. Show students examples of print-, Web-, and video-based logos, and identify visual cues and design principles in the logos and how the designs reach the organization's target audience and meet the goals of the company. Terms may include the following: • Emphasis/contrast (focal point) • Proximity/groupings • Balance • Alignment • Harmony/proportion • White space • Repetition • Color • Brightness: The quantity of light reaching the viewer's eye • Contrast and the color wheel • Using color in design • RBG and CMYK differences • Color management: Ensuring that viewers see the same color across different devices	a. Students will define the terms listed on the **Design Principles Worksheet**. As each topic is introduced, students will complete worksheets. Written test to assess knowledge of terms and design principles
b. Understand the importance of color management, and explain why color variations occur between devices.	b. Describe solutions to help students create consistency across devices: • Causes of color variation • Monitor profiles • Input device profiles • Output device profiles • Manage color by using color settings • Soft-proof to prevent color variation from screen to print • Manage color when printing	b. Give students variations of color-based problems. Grade performance-based work on the basis of appropriate solutions to the problem. Students will record

		Students will select the person, group, or organization they will create their logo for and brainstorm a set of words and goals that best describes that person, group, or organization. They should sketch concepts on paper and record their initial goals in the **Review and Redesign Worksheet**.	their initial goals for the logo design in the **Review and Redesign Worksheet**.
c.	Demonstrate use of selection, drawing, and painting tools in appropriate graphic design software.	c. Use the guides *How to Use Drawing Tools, How to Draw Shapes, and Bitmap and Vector Images* to introduce drawing and image-editing tools such as the Line, Shape, Eraser, and Paint tools.	c. Teacher observation for accuracy
d.	Discuss possible canvas sizes for logos, and demonstrate the options that can be altered.	d. Using the *How to Create a New Document* guide, introduce how to create a new document in the graphic software and explain the options they can alter. Group students, and have them create a graphic on different sizes of canvases, varying the color mode, background color, and resolution. Have open discussion to critique the products. Options may include the following: • Document size • Resolution • Color mode (CMYK, RGB, grayscale, etc.) • Background color • Guides • Rulers	d. Students will observe graphics created and manipulated by the teacher. The students will explain any changes that could be made to enhance or improve the graphic.
e.	Understand and incorporate image-optimization (vector and bitmap) strategies and file formats.	e. Discuss the differences between vector and bitmap graphics. Assign a project that will allow students time to investigate vector graphics and bitmap graphics. Discuss image optimization and the importance of file formats to include the following: • The difference between printed and on-screen images (inches vs. pixels, size variation, scaling vs. resampling, and ink dots vs. RGB values) • File formats (GIF, JPEG, TIFF, EPS, and PDF) • Image resolution (pixels vs. inches, ppi and dpi for printing, pixels for the Web, and line screen frequency for commercial printing) • Preserving image quality when manipulating images • Broadcast standards for video (such as NTSC and HDTV) to help select the appropriate TV image preset	e. Teacher-created test consisting of scenarios in which the students will decide which format, vector, or bitmap is most suitable. Students should demonstrate vector graphics versus bitmap graphics as a result of their research for a grade.

	• Avoiding thin lines (thinner than two pixels) because interlacing can create flicker when the image is displayed in video • Using the NTSC Colors filter when working with color for video use because saturated or bright colors can cause bleeding when displayed in video Guide: *How to Generate Different File Formats*	
f. Identify aspects of redesign and its importance in the design process.	f. Define *review* and *redesign*. Explore what *redesign* means for student work and why it might be a useful step in the overall design process. Develop class definitions, and discuss possible steps or questions that will help in redesigning a product. Include the following categories for review: • Meeting initial focus, purpose, and audience • Changing focus, purpose, or audience • Applying good design principles Students will individually review their own projects against their initial goals and intended design principles and redesign as necessary. Explain to students that they need to prepare multiple versions of their logos for use in color and in black-and-white printed documents as well as for use on the Web and in videos. Students will present three logos to the class to include the following in their presentations: • Their design decisions in creating each logo and their rationale for preparing the images for each medium (Web, print, video), including the file type, size, and resolution for each version and situation • Explanations of any changes they made during the review and redesign stage • What they learned in the project and what they want to learn next	f. Completion of worksheet related to redesign **Review and Redesign of Logos Worksheet**: Students will review their own logos against their initial goals and intended design principles. A project rubric will be used to evaluate whether or not all components are present and to what degree in the student presentation.

Competency 2: Understand typography and layout design.

Suggested Enduring Understandings

1. It is important for students to learn to follow through with a project for a client from the onset to the delivery of the final product.

Suggested Essential Questions

1. What kind of projects can students anticipate in the workplace?
2. How can students combine typography and layout design knowledge with the delivery of a project to a client.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Understand typography concepts for use in planning and designing in graphic design.	a. Review the definition and application of typography concepts. Typography concepts may include the following: • Serifs • Kerning • Tracking or letter spacing • Leading • Baseline shift • Word spacing • Type size • Readability • Hierarchy • Fonts • Rule of thirds (optical center) • Alignment	a. Test students on typography concepts and typography terms
b. Discuss how tone, audience, and purpose impact design and readability.	b. Have students begin to plan and design a business card for a client. Include questions such as the following: • What information needs to be on the card? • What do you want to communicate about yourself or the organization? • Who is the intended audience? • What impact do you want the business cards to have when they are handed out? • What is the most important information to be conveyed? • How does your audience impact the font family you will use? Students will sketch business cards and identify content for the card and any additional graphics elements they intend to include. Apply typography and layout design concepts to identify possible fonts and colors. Use the review and redesign process for the business card project.	b. **Analyzing Business Cards Worksheet** Grade performance-based work for a sketch of the business card. **Review and Redesign of Business Cards Worksheet**
c. Explore resizing and cropping images.	c. Use graphic software to resize and crop images to fit within constraints of a printed business card. Review the Adobe guide *How to Resize and Crop Images*. Have students measure size of logos and other graphic elements used in sample business cards to get a sense of general size possibilities.	c. Grade a performance-based assignment in which students illustrate resizing and cropping images as well as using filters.

	Demonstrate how to use filters in graphic software. Utilize Adobe Guide: *How to Use Filters*	
d. Demonstrate layout in graphic software.	d. Demonstrate how to set up a document, create text, and use the grids and rulers in graphic software (InDesign). Utilize Adobe Guide: *How to Set Up a Document* Guide: *How to Use Text* Guide: *How to Use the Ruler, Grid, Guides, and the Align Panel*	d. Teacher observation of student performance
e. Demonstrate importing files into graphic software.	e. Import graphics elements and logos into business card layouts. Prepare business cards for print in graphic software, and print. Reference Adobe Guide: *How to Prepare Files for Print* Demonstrate how to create a PDF slide show, and introduce the following project (Guide: *How to Create a PDF Presentation*): Assign students to small groups, and instruct them to select one business card design and create three redesign versions of each for the following scenarios: • Serious • Creative • Entertaining Allow students to create the three business cards. Instruct each group to prepare a presentation that will include a PDF slide show of their three business cards in which they will explain and identify the design elements they changed to redesign and change the tone of their original cards. Groups will present their PDF slideshows.	e. **Business Card Project Rubric**

Competency 3: Apply design principles and techniques in the creation of an advertisement.

Suggested Enduring Understandings

1. It is important for students to learn to follow through with a project for a client from the onset to the delivery of the final product.

Suggested Essential Questions

1. What kind of projects can students anticipate in the workplace?
2. How can students combine design principles and techniques with the delivery of a project to a client?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Understand design principles and techniques for use in planning, designing, and producing an advertisement.	a. Discuss design principles and techniques used in the following areas: • Layout • Colors and graphics • Typography • Tone Introduce an advertisement project with information about the client organization: • Name of organization • Its missions and goals • Product or service provided by the organization and explanation of how it works • Background and history • Why the organization wants an advertising team	a. Graded test on design principle terms **Analyzing Advertisements Worksheet**
b. Introduce aspects of project management and how to work with clients.	b. Discuss project phases, and ask students to organize the planning of their tasks within the project phases. Instruct each group to begin to create a project plan (completed after the client interview) that takes into account the following: • Define. • Design. • Build. • Deliver: Print delivery, Web delivery, and video delivery. Discuss the kind of information about the client's goals and target audience design teams need from a client. Have design teams meet to discuss interview questions and other questions they feel might be necessary to build their understanding of their client's needs. Design teams should interview their clients, take notes, and gather information identified as needed; review recommendations made by the	b. Introduce scenarios, and have students role-play to illustrate how to work with clients. Have each student team member play his or her part. Assess student performance. Quiz students on identifying and naming project phases and providing explanations of each phase. Students will complete the **Project Plan Worksheet**; review for completion. Grade students' list of interview questions to

		client; and complete project plans incorporating their conclusions form client interviews. Topics can include the following: • Identifying roles—especially the person who serves as the liaison between the client and the group • Identifying the necessary project steps • Creating a time line with specific deliverables and due dates • Understanding and clarifying client expectations • Communication and dialog with a client (e-mail, Web conferencing, and other online collaborative tools to review design with their client)	their clients. **Client Interview Advertisement Worksheet**
c.	Plan and design an advertisement.	c. Plan for advertisements: • Sketch layout ideas. • Take photographs of relevant products, people in action, or other services related to the advertisement. • Identify any needed assets. (Remind students that they need permission from any person they photograph for use in the advertisement or for visualizing the equipment with clients.) Instruct groups to create three concept ideas for the advertisement using graphic software. Instruct groups to convert their comps to PDF format and meet with the client to explain their designs. Each group should have its own notetaker to gather all comments. Review the Guide: *How to Create Layer Comps.* Review the process of redesigning, and instruct students to review and revise their advertisements according to client feedback. Instruct them to resubmit one or two comps (depending on the client's wishes) and continue this cycle until the client approves a single comp.	c. Require sketches/plans be turned in for a grade. Allow peers to evaluate the three concept ideas and assign a grade. Assess final products to determine if changes were made per the client feedback.
d.	Build an advertisement.	d. Create a draft design of the advertisement identifying it as the first version with a watermark. Demonstrate how to use opacity and fill to create a watermark in graphic software. Review the Guide: *How to Add a Watermark to Images.* Demonstrate how to work with text and place objects on a page in graphic software (InDesign) and how to export elements from one design software program to another.	d. Grade the draft design and the students' ability to add the watermark as instructed, how they use text and objects, and graphic frames. Observe to determine mastery of text and object placement and

		Review the following: Guide: *How to Work with Text Frames* Guide: *How to Combine Graphics Frames and Text Frames* Guide: *How to Place Images on a Page* Guide: *How to Work with Graphics Frames*	manipulation
e.	Understand the process of reviewing and redesigning an advertisement.	e. Discuss the purpose of a focus group and general tips for conducting one. Include the following: [W5] • Defining the objectives: Determine what they want to learn about their advertisement. • Planning the session: Identify the best time of day, determine the best representative audience to select, plan refreshments, choose the number of members, create an agenda, create questions, determine how to display the advertisement, plan for recording the session, choose a leader and notetakers for the session, and choose any thank-you gifts for participants. • Facilitating the session: Make introductions, identify the goal of the session, explain the recording if applicable, ask questions, provide summaries of participant answers for clarification purposes, include all participants, and close the session. • After the session: Make sure the session was recorded, write down any additional notes or observations, debrief with fellow team members, and create a summary document. Each group will plan its focus group session by using the guidelines above to learn how the advertisement is perceived and how to improve it. Each group will gather potential target audience members and coordinate and run a focus group, using its plans. (Students can pose as the audience but need to research the expected needs and expectations they represent to accurately inform the design.) Each group will redesign and revise its advertisement as necessary from the focus group findings. Students will create a final advertisement and remove the watermark and prepare the advertisement for the delivery specs of the client and also in the following situations to illustrate graphics in different media: • Print version for a professional printer • Web version for a Web or Flash designer • Video version to be used by a producer as a preamble section of a movie	e. Allow peers to serve as audience members and evaluate the team's work. **Advertisement Project Rubric** Students will complete a self-evaluation and group evaluation form; assess for completion.

(Review file format and exporting, best file formats for the Web, commercial printing, and PowerPoint/Word.)

Students should present the final advertisement to the client and explain design decisions, including focus group feedback.

Discuss each group's project process and results. Topics could include the following:
- Design process and decisions, including the various iterations and stages of the advertisement
- Experience of working with a client and final client presentation
- Experience of conducting a focus group
- Experience of working within a group, creating a project plan, and using project management strategies
- Explanation of how the review and redesign cycle strengthened the final product
- Identification of any additional lessons learned

Competency 4: Utilize advanced image manipulation and page layout to create a brochure.

Suggested Enduring Understandings

1. Informing with a brochure can be quick and cost-effective. Students can enhance their design and technical skills by creating a brochure using advanced image manipulation.

Suggested Essential Questions

1. How can students enhance their design and technical skills?
2. How can students inform the client about a product, service, or location?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate advanced image manipulation techniques.	a. Review the following: • Photoshop guide: How to use gradient maps • Photoshop guide: How to use advanced color techniques • Photoshop guide: How to use the Vanishing Point filter • Photoshop guide: How to blend, feather, and smooth Introduce students to the goals of a creating a brochure: • To create and build a trifold brochure for a client • Use color management, filters, and retouching tools to create a graphics element. • Conduct a client review of the brochure project. • Write a short reflection on the process of creating the brochure.	a. Students will complete the **Client Interview: Brochure Worksheet**. Performance-based assessment of students' advanced image manipulation techniques project **Review and Redesign of Brochure Worksheet**

Share examples of trifold brochures, and discuss the following with students:
- Use of trifold layout with six panels and tips for constructing a trifold such as the following:
  - The first panel, or cover, should be attention-grabbing, like an advertisement.
  - The second, third, and fourth panels (inside of the brochure) should contain the bulk of the content. Headlines, graphics, images, and content can spread across all three interior panels, not just each individual panel.
  - The fifth panel is usually a good place for customer testimonials or endorsements.
  - The sixth panel is a good place for a call to action: A statement that tells the audience members what they should or need to do.
- Purpose of the brochure: Is it clear and effective?
- Graphics: Make sure they are compelling.
- Design principles: Use white space, typography, and color effectively.
- Cost of printing: How is it affected by color choice?
- Content: Is it well written, copyedited, succinct, and to the point?

Techniques may include the following:
- Gradient maps
- Advanced color techniques
- Vanishing Point filter
- Blending, feathering, and smoothing

b. Demonstrate advanced layout techniques.	b. Advanced techniques may include the following: • Using frames and layers • Creating placeholder text • Creating text effects and wrapping text • Creating shapes and borders Using the "I do, we do, you do" method, demonstrate the following in InDesign: • InDesign guide: How to work with layers • InDesign guide: How to use placeholder text • InDesign guide: How to apply effects to text • InDesign guide: How to wrap text around objects • InDesign guide: How to use character and paragraph styles Have students create a rough prototype and plan a focus group session to test the brochure focus and content appropriateness with the target audience. Have students synthesize feedback from focus groups to incorporate into their brochures.	b. Students create a self-test. **Project Rubric** Graded reflection paper

In preparation for the client interview, discuss information the teams need from their clients about the clients' goals and target audience of the brochure. Have each design team discuss the interview questions and add other questions it feels might be necessary to build understanding of the client's needs.

Have students meet with clients to interview them. From the results of their interviews, have students create a project plan. Remind students to plan contingencies based on their past experience with clients. These contingencies might include the following:

- Adding more time for review cycles
- Limiting the number of review cycles
- Identifying where scope should be limited if certain milestones are not met
- Agreeing upon paper type, color, and cost for the final product

Have students create three design comps for their client, using Photoshop, and present these comps in PDF format. In addition to the PDF comps, explain that the students must research paper choices and costs and present options to the client to gain approval of paper type and budget.

Have students engage in review and redesign cycles with their clients as in the previous project until a final design is agreed on.

Advise the students to have a debriefing session with their client for reviewing the final brochure and discussing their experiences. Some areas you might have students focus on include the following:

- Communication: Considering the different methods of communication, which was the most effective? Was there enough communication during the project cycle? In what ways were communication challenges resolved? What are ways communication with clients should change (or not) the next time a project is started?
- Deliverables: Was there a schedule of deliverables established? Did the client receive the expected deliverables on time? Were the deliverables the quality they expected? Were they in the expected format? Can the client suggest ways to improve the process of delivering materials?
- Feedback: Did the client feel he or she was given enough time and consideration for feedback? Did

the design team consider the client's feedback? How could the feedback process be improved?

- Final product: Does the final product address the target audience? Is the final brochure what the client expected? Why or why not?

After the process and product have been reviewed with the client, partner the student groups, and have students hold a peer review session in which each student group presents its brochure. Review the peer review process:

- When presenting the group's work for peer review, state the purpose, audience, and goals of the document, and point out any concerns.
- After being presented work by a designer, the reviewing group's first response should be to reiterate the purpose, audience, and goals as group members understand it.
- After the designing group's purpose, audience, and goals are clear, ask questions of the designing group, make comments, and offer suggestions.
- To conclude, the designing group will summarize the suggestions and offer a plan for revision.

Guide: Peer review (from Project 5)

Instruct students to write a one- to two-page reflection paper about the process of creating their product, identifying areas for improvement for their product and process. Encourage students to reflect on how they employed design, project management, and technical skills they have learned in this and previous projects and what they learned from the client debriefing. Encourage students to reflect on what skills and techniques they want to learn next to further their knowledge of design and print production.

Competency 5: Create a newsletter layout with advanced editing.

Suggested Enduring Understandings

1. Newsletters are publications that are distributed on a regular basis to target a particular audience who share a common interest.

Suggested Essential Questions

1. How can students use their teamwork abilities to create?
2. What software enables students to combine a theme, purpose, and content with design, layout, and graphic elements to produce a newsletter?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify standard newsletter publishing practices, and cite	a. Discuss the goals associated with creating a newsletter.	

sources.	For each example, discuss its purpose and audience. Have students identify the theme of the newsletter and analyze the design techniques used to integrate that theme across the newsletter content to meet the audience and purpose. Understand the basics of Illustrator. Show students examples of newsletters; include examples from businesses, schools, and community-based organizations. Note: You might want to gather some examples of newsletters to share with students.	
b. Examine newsletters to identify the following elements: • Nameplate • Content (and number of articles or entries) • Table of contents • Masthead • Titles and headers • Page numbers • Bylines • Continuation lines • Pull quotes • End signs • Photos/illustrations • Mailing panels	b. Introduce the guidelines for the newsletters. Guidelines might include the following: • Length should be three to four pages. • Include the various elements of a newsletter (nameplate, masthead, pull quotes, etc.). • Include three to four distinct sections. • Include two to three articles. • Include three to four photographs. • Create a three- or four-column layout. • Create a comp for review and one for redesign. • If appropriate, include the advertisement from Project 4. • Apply copyright and fair use guidelines for any applicable content or assets. • Follow the journalist code of ethics in the creation of newsletter content. Note: You might want to ask students to create the newsletter for a particular organization in the school or community. Additionally, you might make a guideline that one version of the newsletter must have a mailing panel and another version should be e-mailed. As students view the newsletters, also discuss the journalistic code of ethics and the following concepts: • Truth: Journalists should be honest in gathering, reporting, and interpreting information. • Accountability: Journalists are accountable to their audience and colleagues. • Fairness: Journalists should present the news impartially and fairly, clearly representing various perspectives in a story. • Harm and safety: Journalists should treat	b. **Project Plan Worksheet**

	sources, subjects, and colleagues with respect. They should assess any potential danger they risk for themselves, sources, subjects, or colleagues in getting a story. Note: For more information, review the Web sites in the background resources section on the journalistic code of ethics.
c. Discuss the concept of working as a team and roles in newsletter production.	c. Form student teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Some roles to cover include the following: • Editors • Writers • Photographers • Designers Note: Explain to students that they are responsible for managing the tasks that fall under their assigned role; however, all students will do work across the roles. Because this is a class simulation, students will use the roles to help them manage the project better. You can combine or split roles as necessary to accommodate the number of members on a team. Allow teams time to distribute roles and brainstorm the theme, purpose, audience, and goals for their newsletter. Note: If students are creating the newsletter for an organization, have them interview their clients to ascertain the goals, audience, and purpose and to brainstorm an appropriate theme. Have them alter questions from their previous client interviews and adapt them to this project. If it is difficult to find clients, you can use the ideas in the client scenarios section of the extension activities to help you create client profiles. Explain that because newsletters are created multiple times, streamlining the production process is helpful. Discuss the advantages of the following: • Creating and working with reusable assets (layout elements, images, graphics, illustrations, etc.) • Creating and implementing a style guide with lists of fonts, colors, heading styles, and so on for their newsletter (especially helpful for

consistency and in passing knowledge on to new workers).
- Creating and using templates for their newsletter

Have students create an initial project plan, assigning task managers and due dates for major milestones. They will build out more details when their design is approved.

Allow teams time to sketch two different designs, on paper, of their newsletter elements (including the nameplate) and sections, identifying which elements will be reusable and maintaining consistency across pages to improve readability for front and internal pages. Conduct a team review and redesign cycle of their layout sketches as they prepare to create the design comps in Photoshop.

Allow time for teams to use their sketches to create two design comps in Photoshop and review these with their client. Engage in review and redesign cycles until an approved look is reached.

Note: If students are not working with a client, you or other student groups could serve as the clients.

Based on their approved designs, have students build a mock prototype in InDesign. Explain that students should use placeholder text for headers and articles and use graphic frames with short descriptions as placeholders for images and graphic elements.
Have students test the prototype with potential users of the newsletter. Some items to review and gather feedback for include the following:
- Consistency across pages
- Reusable elements
- Hierarchy of information
- Readability of chosen fonts
- Use of white space and rule of thirds
- Alignment of content and graphic elements

Allow teams time to implement any changes to the overall layout and design based on feedback.

d.	Design, build, and review a newsletter.	d.	Now that the students have their layout design, explain that they need to brainstorm the scope of their newsletter, including number of pages,	d.	**Project Plan Worksheet**

number of sections, number and content of articles, number and content of photographs, templates, and style guide. Have teams update their project plans to include details they can now start tracking.

Have teams review and get approval for their final scope with you to be sure it is appropriate and doable.

Explain that although Photoshop is an excellent program for manipulating images and can be used to create bitmap graphics, Adobe Illustrator is superior for creating vector-based graphics and images. Explain that students will learn to use Illustrator to create the nameplate for the newsletter. Introduce students to the Illustrator interface.

Adobe Illustrator CS3 Classroom in a Book excerpt: Getting to Know the Work Area

Note: You might want students to review the bitmap and vector images guide from Project 2.

Explain that students will use their nameplate sketch to create the newsletter nameplate in Illustrator. Using the "I do, we do, you do" method, demonstrate how to use the drawing tools.

Illustrator guide: How to draw with Illustrator

Allow teams time to create their newsletter nameplates.

Explain that because they learned about the advantages of creating and using reusable images and templates, they will now learn to implement these techniques by using InDesign. Using the "I do, we do, you do" method, demonstrate how to use the library and create templates.

InDesign guide: How to reuse objects with libraries
InDesign guide: How to use document templates

As student teams build their layout templates, they might need to use one or more of the following advanced techniques, based on their newsletters. Demonstrate these techniques to help students implement their layout designs:

- Transforming objects
- Managing text between frames
- Adding and creating page numbers
- Creating captions

InDesign guide: How to transform objects
InDesign guide: How to manage text flow between frames
InDesign guide: How to add page numbers
InDesign guide: How to create captions

Have students conduct research on the articles they plan to include. Remind students to validate the content for currency and accuracy as they gather information for articles. [T3]

Note: If students are creating the newsletter for a client, they might need to gather this content from the client and then synthesize the information into articles. Also, if students are preparing for the Visual Communication certification, have them conduct research on a scientific concept.

If students are creating a newsletter for an engineering, scientific, or medical audience or researching and writing scientific articles, they can use the measurement tool in Photoshop to extract quantitative information such as distance, perimeter, area, and other measurements. Using the "I do, we do, you do" method, demonstrate how to use the measurement tool in Photoshop.

Photoshop guide: How to use measurement and analysis tools
Discuss the ability to create content within InDesign or write content in a word processing program and import it into InDesign. Using the "I do, we do, you do" method, demonstrate how to import text from Microsoft Word into InDesign.

InDesign Guide: How to import text from Microsoft Word

Allow teams time to write drafts of the articles to be submitted for instructor review and approval.

Note: Have students use commenting tools in Acrobat to review and improve articles.

Allow teams time to create any needed graphic elements in Photoshop or Illustrator and then

	finalize the article content and layout in InDesign. Instruct the students to have a final editing review of the content and design, finalize the newsletter, and create PDF versions that can be printed and e-mailed.	
e. Present the finished newsletter to an audience.	e. Explain that each team will present its newsletter to the class, identifying and explaining the following: • The design decisions the team made so it could implement the theme and purpose through the nameplate, layout, graphic elements, and content of the newsletter • How the team plans to distribute its newsletter • What the team learned through this process and how team members will continue to use and enhance these skills in the future • The differences of working in a team with assigned roles	e. Graded reflection paper **Project Rubric**

Competency 6: Research careers, and develop a professional portfolio.

Suggested Enduring Understandings	Suggested Essential Questions
1. Portfolios communicate accomplishments, works in progress, or personal history. Students can use portfolios to showcase their work when applying for a job.	1. What software is available for the creation of PDF portfolios? 2. How can students successfully display their work electronically?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research career areas in design and/or print production.	a. Have students research career areas in design and then select the focus for their portfolios based on their research (creative/art director, print production manager or coordinator, book designer, book jacket designer, layout artist, logo designer, brand identity designer, illustrator, photo editor, photographer, or prepress technician).	a. Have students choose a career from their research and write a three- to five-paragraph essay explaining why they would choose this career over the other careers they researched. Grade for completion, correct grammar, and composition.
b. Identify the purpose of a portfolio as it relates to career planning.	b. Discuss the following goals of a portfolio: • Understand goals and uses of portfolios. • Research career areas in design and/or print production. • Plan and create a flowchart for a portfolio. • Select and organize content for a PDF portfolio.	b. Assign students a worksheet to complete answering questions regarding the goals of the portfolio project as

	Discuss the concept of a portfolio, its purpose, and its audience.	well as the concepts of the portfolio, its purpose, and its audience for a grade.
	• What is a portfolio?	
	• What are the goals of a particular portfolio?	
	• What does a portfolio contain?	Graded flowchart
	• Would it contain professional experiences? Coursework?	
	• How do you use a portfolio to communicate ideas?	
	• What could you use to communicate these ideas (images, text, page layout, organization of the portfolio)?	
	• What are the long-term and short-term goals of a portfolio?	
	• Who is the audience for the portfolio?	
	Show examples of portfolios—both paper-based and online—and analyze their purpose and audience with students. Students will select files they could include in their portfolios that would represent their best work and highlight their skills.	
	Explain the expectations of the portfolio.	
	• Portfolio introduction explaining skill set, training, projects included in portfolio, career interests and goals, and any professional experience	
	• Narrative introductions to each project, explaining the ways their work highlights their skills	
	• Narrative introductions including specific examples comparing their skills with the career area they are interested in	
	• Learning plan that identifies skills or concepts they might be lacking at this point but would want to learn about and focus on	
	• Web photo gallery of images to link to their photography work	
c. Construct a portfolio.	c. Students will construct their PDF portfolios, creating any assets in Photoshop and creating the layout and text in InDesign, using the various lessons learned. Students will export final portfolio content from InDesign to Acrobat to create a PDF portfolio. Students will create bookmarks in the PDF as well as any internal and external links they gathered earlier.	c. **Portfolio Project Rubric**

	Guide: *How to Create a PDF Portfolio* Guide: *How to Create Links* Guide: *How to Create and Organize Bookmarks*	
d. Present a portfolio.	d. Students will pair up for the purpose of testing each other's PDF portfolios. Students will finalize their PDF portfolios and make a version that can be printed and a lighter version (smaller file size) for use on the Web or to e-mail.	d. Students will conduct peer reviews in groups of four, reviewing one another's portfolios.

References

Adobe Systems, Inc. (2008). *Visual design: Foundations of design and print production*. Retrieved November 21, 2008, from http://www.adobe.com/education/instruction/teach/visualdesign.html

Adobe Systems, Inc. (2008). *Adobe design center*. Retrieved September 15, 2008, from http://www.adobe.com/products/tips/photoshop.html

Kodak. (n.d.). *Tips and projects center.* Retrieved September 15, 2005, from http://www.kodak.com/eknec/PageQuerier.jhtml?pq-path=2/3/38&pq-locale=en_US

For additional references, activities, and Web resources, please refer to the Digital Media Technology P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Entrepreneurship**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum and Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586

Course Outline

Entrepreneurship (One Carnegie Unit)

Unit	Title	Hours
1	Introduction, Safety, and Orientation	5
2	Entrepreneurial Skills	5
3	Ready Skills: Business Foundations and Communication Skills	10
4	Ready Skills: Economics	15
5	Ready Skills: Financial Literacy	15
6	Ready Skills: Professional Development	5
7	Business Functions: Financial Management	10
8	Business Functions: Human Resource Management	10
9	Business Functions: Marketing Management	10
10	Business Functions: Operations and Strategic Management	20
11	Business Plan	35
	Teacher Selected Curriculum Activities	10
		140

Entrepreneurship Units

Unit 1: Introduction, Safety, and Orientation

Competency 1: Identify course expectations and school and course policies.

Suggested Enduring Understandings

1. Students will understand the importance of school policies and procedures.
2. Students will understand classroom guidelines and expectations.

Suggested Essential Questions

1. Why is it important to follow the rules and regulations put in place by the school district?
2. How are the teacher's expectations of your classroom performance and your personal expectations similar? How do they differ?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify school rules, policies and procedures and identify and establish course guidelines and procedures.	a. Using the school handbook read and discuss school district policies and procedures. Emphasize the district's Internet acceptable use policy. Engage the students in a teacher-led conversation/debate about the pros and cons of the school's Internet acceptable use policy. Display the classroom discipline plan, procedures, calendar, emergency information, and other important documents in a prominent place. Discuss rules and procedures. Introduce and discuss all safety procedures for the classroom, the building, and the lab. Make sure students understand the proper emergency procedures. Have students demonstrate the proper emergency procedures to follow during an emergency evacuation or drill.	a. Create and issue a quiz about the rules and regulations with a 100% passing requirement. Use the **Student Orientation Documents Checklist** to ensure required documents are returned with a parent's or guardian's signature. Use the **Group Participation Rubric** to assess the students' involvement.
b. Review course standards and affiliated national standards.	b. Have students complete a pretest on technology literacy skills; Science, Technology, Engineering, and Mathematics; 21st Century Skills; and Information and Communication Technologies to determine what current knowledge they have in these areas. Create a PowerPoint slide show that explains the units that will be taught in the class. Incorporate slides that relate the units to possible career fields. Have students research local industries that use the methods, technologies, and so forth that are covered in this class. The students should then report their	b. Evaluate with a written pretest. Use the **Writing Rubric** to assess writing skills

	research in a one-page paper.	
c. Review the comparison of self- and course expectations.	c. Create and review a syllabus that explains the course content along with the grading system, class attendance, policy and procedures for completing missing/ late assignments, and student organization expectations. Have each student explain what he or she plans to achieve from the course and how each plans to achieve it. Engage students in a discussion comparing and contrasting course expectations and self-expectations. Have the students create a class oath that incorporates everyone's expectations. Post the oath in the classroom for a daily reminder to all.	c. Teacher observation Evaluate the students with an instructor-made written quiz

Competency 2: Demonstrate the proper use and care for classroom equipment.

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will understand the value in practicing proper safety skills and techniques. 2. Students will understand the connection of the importance of safety in the classroom and the work setting. 3. Students will understand that safety is important for themselves and others.	1. What are the dangers of not following safety guidelines? 2. How do safety procedures in the classroom relate to the real world? 3. Why is safety necessary in the classroom?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify describe, and demonstrate the importance of safety and the proper use of lab and classroom equipment.	a. Identify and discuss the use of proper precautions when using the equipment in the classroom. Group students, and ask them to analyze the **Safety Scenarios—What Would You Do?** provided in the curriculum. Have the students to answer the questions and then rank the items listed in the scenario from the least important (No. 7) to the most important (No. 1). Have the students describe how each item will be used to assist with their survival.	a. Use the **Group Participation Rubric** to assess the students' teamwork skills and involvement.
b. Describe the operating procedures for the equipment utilized in the course.	b. Identify and discuss the location of laboratory equipment and its resources. Discuss the role and responsibility of the teacher and the students. Have the students list the equipment that is used in this course and describe a minimum of five safety rules that apply to any workstation.	b. Teacher observation
c. Compare and contrast safety issues in the classroom to safety issues in industry.	c. Using a multimedia presentation, Internet access, and so forth, discuss the relationship between classroom safety and real-world safety. Have students research the safety guidelines in industry (OSHA). Then have students select an entrepreneurial business that they are interested in and illustrate and present how OSHA standards are used in a safety procedure in that business (poster, skit, 3-D visual, etc.). (Reference:	c. Use the **OSHA Standards in the Workplace Rubric** to assess students. Use the **Guest Speaker Activity**

Invite a local entrepreneur or business leader to be a guest speaker and discuss workplace safety issues in comparison to classroom safety. Encourage the speaker and students to discuss workplace safety issues and how they impact business and industry economically.

Rubric to assess the students.

Competency 3: Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.

Suggested Enduring Understandings

1. Students will understand the importance of different personalities.
2. Students will understand the impact different personalities have on the workplace environment.

Suggested Essential Questions

1. What are the pros and cons of having different personalities in the workplace?
2. How do different personality types affect the workplace?

Suggested Performance Indicators	Suggested Teaching Strategies		Suggested Assessment Strategies
a. Identify forces that shape personality development including personality traits, heredity, and environment.	a. Discuss personality development including personality traits, heredity, and environment. Develop an inventory of personality traits. Have students take a personality test. Ask the students to write a one-page paper comparing and contrasting personality types and the importance of having different personality types in the workplace.		a. Teacher observation Use the **Writing Rubric** to assess writing skills
b. Identify learning styles.	b. Have the students complete a learning styles inventory.		b. Teacher observation

Competency 4: Develop and incorporate 21st Century Skills throughout the Entrepreneurship course.

Suggested Enduring Understandings

1. Students will understand the impact of innovation, attitude, leadership, critical thinking and teamwork in the classroom and the workplace.

Suggested Essential Questions

1. What are 21st Century Skills?
2. How do the 21st Century Skills impact entrepreneurial success?

Suggested Performance Indicators	Suggested Teaching Strategies		Suggested Assessment Strategies
a. Define the four elements	a. Discuss with students the 21st Century themes and skills including life and career skills, learning and innovation skills, and information, media, and technology skills. (Example: www.p21.org		a. Class discussion.

	and outcomes of 21st Century Skills. (DOK1)		to identify 21st Century themes and skills.) Have students complete a teacher-created pretest on technology literacy skills; 21st Century Skills; and Information and Communication Technologies to determine what current knowledge they have in these areas.			Use the **Writing Rubric** to assess writing skills.
b.	Distinguish the qualities and behaviors of an effective leader and identify opportunities to develop leadership skills.	b.	Discuss leadership strategies (authoritarian, democratic, delegative, and charismatic) and the attributes of effective leadership including positive attitude, image, decision making, communication skills, and knowledge. Invite leaders from community organizations to discuss leadership skills. Discuss leadership development groups (examples: Boy's State, Girl's State, Jr. Achievement, student government, etc.) Have the students complete a case study of a leader then present it to the class.	b.	Teacher created quiz with open ended questions Use the **Presentation Rubric** to access the students' class presentation
c.	Distinguish and practice effective leadership, and teambuilding skills.	c.	Discuss leadership skills including thinking, problem-solving, presentation, and negotiating skills. Discuss teamwork skills including team dynamics, status of team growth, and working through team problems. Have the students complete team building/leadership exercises. (Example: http://wilderdom.com/games/descriptions/SurvivalScenarios.html) Have the students analyze segments of a movie that emphasizes teamwork (e.g., *Remember the Titans*). Ask the students to identify the key elements that lead to the success of a team. Discuss why companies focus on teams, highlighting the purpose of teams, team attributes, successful team traits, and the growth stages of a team.	c.	Teacher observation and class discussion Use the **Group Participation Rubric** to access the students' class presentation
d.	Demonstrate appreciation and respect for diversity.	d.	Hook the students by showing videos pertaining to diversity in the workplace (Example: http://www.youtube.com/watch?v=EsNBu-BvgbM). Engage in a discussion about what diversity in the workplace means. Extend this activity to where students will offer suggestions on how to best handle diversity issues in the workplace.	d.	Have the students self-evaluate the interview video with the **Interview Video Checklist.**

| e. Explore the entrepreneurship profession and individual career development | e. Have the students research different entrepreneurship fields, job opportunities, salaries, licensure, degree requirements, and college programs of study. Invite local entrepreneurs to discuss their companies, the job specifications, salaries, and so forth. | e. Teacher observation and class discussion and presentation |

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What do employers expect from me? [Poster]. (Available from TechPrep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205)

Unit 2: Entrepreneurial Skills

Competency 1: Define the concept of entrepreneurship and entrepreneurial opportunity.

Suggested Enduring Understandings

1. Students will understand opportunity recognition, the characteristics of a successful entrepreneur and the advantages of entrepreneurship.

Suggested Essential Questions

1. What is entrepreneurship?
2. What are the characteristics of a successful entrepreneur?
3. What are the costs and benefits of entrepreneurship?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare and contrast the types of entrepreneurs and research roles personal traits, and characteristics of an entrepreneur.	a. Discuss the types of entrepreneurs such as early, opportunity, necessity, serial, and lifestyle. Discuss the characteristics of a successful entrepreneur. Discuss the characteristics of a community with a culture of successful entrepreneurship. Have the students write a one-page critique of an article about a successful entrepreneur.	a. Class discussion Teacher created written exam with open-ended questions Assess students' articles with the **Writing Rubric**.
b. Classify the advantages and disadvantages of entrepreneurship	b Discuss the advantages and disadvantages of entrepreneurship. Assess the success and failure of a business and/or product. Have the students develop a SWOT analysis of a new product.	b. Class discussion. Teacher created written exam with open-ended questions.
c. Understand the entrepreneurship process.	c. Discuss the innovation supply chain, discovery, concept development, resourcing, actualizing, and harvesting. Have the students identify the parts of the supply chain of a successful business and/or project.	c. Teacher Observation Class discussion.

Competency 2: **Understand the concepts and processes associated with successful entrepreneurial performance.**

Suggested Enduring Understandings

1. Students will be able to analyze entrepreneurial tactics, strategies, and the role of networking in these processes.

Suggested Essential Questions

1. What are the tactics and strategies necessary for entrepreneurial success?
2. Why is networking critical in entrepreneurial success?

	Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strategies
a.	Analyze and understand cultural differences, responsibilities, and ethical behaviors.	a.	Have the students research cultural differences of customers and competition both domestically and internationally (specifically; regions of the U.S., ethnicity, religious beliefs, geographically, and foreign trade). Introduce the students to ethics and cultural differences. Example: Have the students go to the following Web sites. http://resources.monster.com/tools/quizzes/bizethics http://resources.monster.com/tools/quiz_section5.asp Using the Better Business Bureau Web site, www.bbb.org, students will select businesses with both an excellent and a poor rating and compare and contrast the two. Have the students research the responsibilities and ethical behaviors associated with working with and serving diverse clientele.	a.	Teacher Observation Class discussion Use the **Presentation Rubric** to assess the students.
b.	Use self-confidence and self-improvement tactics to recognize personal strengths and to reflect on interests and talents.	b.	Have the students create a student entrepreneurship profile to discuss personal strengths, interests and talents. See examples at: http://www.yeabiz.com/students/student_entrepreneur_profiles.html Have the students present their profile to the class.	b.	Use the **Presentation Rubric** to assess the students
c.	Develop networking skills and investigate mentoring programs.	c.	Engage the students in a class discussion about networking skills. Have the students role play with situations involving social settings.	c.	Assess the students using the **Role Play Rubric**.

Competency 3: Understand the risks and rewards of different types of businesses.

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will understand the costs, risks, and rewards of business ownership. 2. Students will understand the concepts of minimizing loss and problem solving	1. What risks are involved in different types of business? 2. How can business risks be minimized?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define risk, rewards, and potential for return on investment and minimizing loss	a. Discuss that risk is time, money, effort and credit, and rewards includes intrinsic, profit, and lifestyle. Discuss the legal considerations involved in business risk.	a. Teacher created quiz
b. Know the costs of limiting risks and maximizing reward.	b. Have the students research the risks and rewards of saving for the future. Have the students compare savings plans including compounding interest, inflation, stocks, bonds, and other investments. Ask them to report their findings to the class.	b. Use the **Writing Rubric** to assess the students.
c. Be able to compare data using probability, uncertainty, estimation, and approximation and solve problems that do not require exact answers.	c. Divide the students into groups. Using what they know about risks and rewards, have the students research the areas of uncertainty, approximation and estimation on 3 different types of businesses. Ask the students to present their research to the class.	c. Assess the students using the **Teamwork Rubric**

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Unit 3: Ready Skills: Business Foundations and Communication Skills

Competency 1: Understand essential business concepts that affect business planning and decision making.		

Suggested Enduring Understandings	Suggested Enduring Understandings
1. Students will understand the types of business structures. 2. Students will understand how the business models impact business operations, customers, sales, and service. 3. Students will understand the role of ethics in business.	1. What are the types of business models? 2. How do these business models impact how businesses operate? 3. How does ethical behavior impact business?

Suggested Performance Indicators	Suggested Performance Indicators	Suggested Performance Indicators
a. Identify different types of companies and compare the differences in manufacturing, wholesale, retail, and service companies.	a. Discuss and provide examples of the different business models. Invite business leaders from the different business models to explain how they conduct their business operations.	a. Class discussion. Assess students using the **Guest Speaker Activity Rubric.**
b. Research, define, analyze, and compare ownership strategies as well as categories of businesses such as: sole proprietorship, partnership, corporation, nonprofit corporation, and cooperative businesses.	b. Discuss and provide examples of the different business ownership strategies. Discuss how these different strategies impact business operations, customers, sales, and service. Discuss how each type of business is impacted by liability, taxation, and stock holders. Discuss the lifespan of a business Students will develop a grid listing different types of businesses, their definitions, pros and cons of each, and examples.	b. Teacher created written exam. Assess students using the **Writing Rubric.**
c. Categorize the regulations of business ownership and understand ethical business decisions.	c. Discuss the regulations of specific businesses. Discuss the impacts of ethical decision making on business success. Invite business leaders to discuss their use of ethics in the day-to-day operation of their business operations.	c. Class discussion. Assess students using the **Guest Speaker Activity Rubric**.

Competency 2: Develop effective listening, oral, non-verbal, and written communication skills.	

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will understand how effective communication impacts business success.	1. What are the types of business communication? 2. What are the types of non-verbal communication? 3. How does understanding and practicing

effective business communication affect business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate an understanding of reading and writing for information and understanding.	a. Discuss effective business communication. Define and discuss effective personal selling techniques and what distinguishes effective sales techniques from ineffective sales techniques. Invite a business leader to discuss with students the role of business communication in business. Discuss effective use of CC copying in business communication. Have students write a business memo, letter, email, and resume. Compile these into the student's personal portfolio.	a. Teacher observation. Class discussion. Teacher created written exam. Use the **Resume Rubric** to assess the students.
b. Presents information clearly and effectively interacts with others while using listening, speaking, and writing skills for persuasion, information, and analysis.	b. Discuss how to effectively present business ideas and plans to a panel of judges/investors. Have the students research entrepreneurial Websites such as the top 30 under 30. Have them write a report on one young entrepreneur and present it to the class.	b. Teacher observation. Teacher created written exam. Use the **Presentation Rubric** to assess the students.
c. Compare the fundamentals of communication, ethics in communication, group working relationships, and dealing with conflict in an entrepreneurial venture.	c. Discuss the differences in majority and consensus. Discuss conflict scenarios and techniques for addressing conflict in the workplace. Have the students role play common business interactions including but not limited to hand-shaking, eye contact, use of personal space, and non-verbal cues.	c. Teacher observation. Class discussion. Use the **Role-Play or Skit Rubric** to assess the students

Competency 3: **Understand concepts, tools and procedures needed for basic computer operations and to access, process, maintain, evaluate, and disseminate information for good business decisions.**

Suggested Enduring Understandings

1. Students will understand basic computer operations.
2. Students will understand the role of computer technology in a small business.

Suggested Essential Questions

1. How does information technology impact sales and marketing of a product/service?
2. How does information technology impact business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Show good computer basics, computer applications for business tasks and use correct technology etiquette with telephones, voice mail, and e-mail.	a. Provide the students training in basic accounting software such as QuickBooks or Excel. Discuss the use of cell phones as a business tool. Discuss what a target market is and what demographic characteristics make up a target market. Have students differentiate between the varieties of electronic communication including voice mail, fax, email, and text messaging. Have the students role play effective business communication using voice mail, fax, email, and text messaging. Have the students research demographic data specific to the target market for the development of their business plan. Add this to their individual portfolio.	a. Teacher created proficiency exams. Class Discussion. Assess the students with the **Role-Play or Skit Rubric**. Assess the students with the **Portfolio Rubric**.
b. Use Internet resources effectively and practice online research, locating data online understanding new technologies and trends.	b. Discuss the role of the Internet in the contemporary business environment. Discuss the role of social networking platforms (e.g. Facebook, Twitter, and MySpace) in emerging business practices. Using the Internet, have the students research business trends or technologies. Have them compile their research into a report.	b. Class Discussion Assess the students using the **Writing Rubric.**
c. Create multimedia presentations using graphics, text features, and online research.	c. Have students design a web-page with business related content. Invite a business owner to class to discuss his or her use of the Internet in business operations. Review information on the Web site "Checklist for Evaluating Web Sites," and give students an opportunity to view the evaluation checklist (http://www.lib.umd.edu/guides/webcheck.html).	c. Use the **Guest Speaker Activity Rubric** to assess the students. Evaluate the students' web pages using a Web page evaluation such as: www.nnsu.edu/midl ink/ tutorial/www.eval.h tml
d. Understand customer databases and distinguish record	d. Have students identify consumer interest surveys. Have students identify customer service websites.	d. Teacher observation. Class discussion.

keeping, technology use, and information acquisition.	Discuss the role of consumer interest and customer service surveys in business.	Teacher created exam.
	Identify record keeping and financial tools appropriate to small business management.	
	Discuss effective use of record keeping and the role that technology plays in this process.	

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Unit 4: Ready Skills: Economics

Competency 1: Understand the economic principles and concepts fundamental to entrepreneurship and small-business ownership.

Suggested Enduring Understandings

1. Students will understand the relationship between basic business concepts and the economy.
2. Students will understand the differences in market systems and command systems.

Suggested Essential Questions

1. How can the role of government help or hinder entrepreneurship and economic growth?
2. How does a free enterprise system encourage innovation?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define and analyze basic entrepreneurship concepts, the economic way of thinking, cost-profit relationships, economic indicators/trends, economic systems, and international concepts.	a. Discuss economy and the economic way of thinking. Have students create a skit about the economic way of thinking. Have the students decide on a business they would like to create and weigh the pros and cons of their business idea. Have the students write a 1-page report of their research.	a. Assess the students using the **Role-play Rubric**. Assess the students using the **Written Report Rubric**.
b. Identify supply, demand, competition driven by demand, monopolies, market share, mindshare, free market economy and command economy.	b. Discuss supply, demand, and competition driven by demand, monopolies, market share, and mindshare. Discuss free market economy and command economy. Have the students write a report on a current event that involves price increase or price gouging. Have the students create and present posters of various free market and command systems across the world.	b. Assess the students using the **Written Report Rubric**. Assess the students using the **Poster Assessment Rubric.**
c. Understand the roles of profit and risk, the function of price, trends in the global marketplace, characteristics of a market economy, and the role of government	c. Discuss profit, risk, price, trends, in the global marketplace, characteristics of a market economy, and the role of government in business. Discuss the pros and cons of a franchise business. Have the students research the pros and cons of a franchise from websites such as:	c. Assess the students using the **Written Report Rubric.**

in business.

http://www.entrepreneur.com/franchises

Have the students watch a video such as John Stossel's video, "Is America #1?" http://www.youtube.com/watch?v=PZpDjxIPpFc

Have the students to prepare a one-page report to compare and contrast the role of government and ease of entrepreneurship for India, Hong Kong, and the United States.

Competency 2: Determine if a business strategy is successful.

Suggested Enduring Understandings

1. Students will be able to know the processes of creating and running a business.
2. Students will be able to differentiate the costs involved in creating a business.
3. Students should be able to write a business plan.

Suggested Essential Questions

1. What are the characteristics of a successful entrepreneurial business?
2. What are the various costs involved in starting a business?
3. How do you calculate basic business calculations to properly run a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Know how to calculate gross profit, cost/profit/loss and return on Investment and calculate currency exchange rates.	a. Explain gross profit and discuss whether baseball players are paid too much. Refer to a website such as: www.econedlink.org/lessons and link to: Baseball Economics 101. Discuss cost, profit, and loss. Refer to a website such as: www.econedlink.org/lessons and link to: The Lemonade Stand.	a. Teacher Discussion
b. Identify a unit of sale in different types of businesses, determine the cost of labor as factored into the unit of sale and determine price per unit to compare prices	b. Discuss manufacturing, wholesale, retail, service, and combination businesses. Divide the class into two groups. Ask each group to debate whether the First American Industrial Revolution really was a revolution. Refer to a website such as: http://edsitement.neh.gov, lesson plan 421. Ask the students to present their findings.	b. Assess the students using the **Group Presentation Assessment Rubric**.
c. Understand fixed costs, variable costs, profits, losses, ROI, EOU, saving, and, and differentiate between different funding sources.	c. Discuss fixed costs, variable costs, profits, losses, ROI, EOU, saving, and, and different funding sources. Have the students create a business specifying details such as start-up costs and funding. They should write their findings to be included in a business plan.	c. Assess the students using the **Written Report Rubric.**

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Unit 5: Ready Skills: Financial Literacy

Competency 1: Investigate the incorporation of a business.		
Suggested Enduring Understandings		**Suggested Enduring Understandings**
1. Students will understand the process for funding a business. 2. Students will understand why businesses incorporate. 3. Students will be able to trace the process of selling stocks and distinguish the primary and secondary markets.		1. What resources can be used to help start up a business? 2. How do public corporations sell their stock? 3. What is the role of the Small Business Administration in helping entrepreneurs start a business?
Suggested Performance Indicators	**Suggested Performance Indicators**	**Suggested Performance Indicators**
a. Identify and compare corporation, stock holders, board of directors, dividends, corporate liability.	a. Discuss corporations, stock holders, board of directors, dividends, corporate liability. Invite a business leader to speak about corporations and corporate responsibility.	a. Identify and compare corporation, stock holders, board of directors, dividends, corporate liability.
b. Investigate the resources and determine cash needs for funding an entrepreneurial venture, and interpret financial statements.	b. Discuss funding sources and the Small Business Administration (SBA). Have the students visit the SBA Website. Have the students create financial statements for their business. Have them add this to their business plan.	b. Class discussion Assess the students using the **Written Report Rubric**.

Competency 2: Compare personal money-management concepts, procedures and strategies.		
Suggested Enduring Understandings		**Suggested Essential Questions**
1. Students will understand basic money management principles. 2. Students will be able to analyze the costs and benefits of the stock market. 3. Students will be able to use various mathematical operations to compare and contrast financial services such as car loans and mortgages.		1. What mathematical calculations are helpful in managing money? 2. What are the benefits of long term investing in stocks and mutual funds over savings accounts? 3. What are the various resources that can be used to aid in the search for cars or homes?
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Analyze money basics, financial services, and personal money management, and calculate financial mathematical operations, using	a. Discuss money basics, financial services, and personal money management. Assign each student a specific car to research. Have them compare and contrast different car loans for the specific car and write a one-page report about the loan types.	a. Class discussion Assess the students using the **Written Report Rubric**.

percentages and rounding numbers.		
b. Use problem solving creatively, interpret graphs and charts, and use diagrams to develop strategies.	b. Divide the class into groups. Give each group a certain amount of play money. Ask them to pretend to take a vacation as a group with this amount of money. They must make decisions about how to spend the money. Refer to a website such as: http://econedlink.org and lesion titled, "The Higher You Climb, the More You Pay." Have the students present their findings to the class.	b. Assess the students using the **Group Presentation Assessment Rubric**.

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Unit 6: Ready Skills: Professional Development

Competency 1: Understand the concepts and strategies needed for career exploration, development, and growth.		

Suggested Enduring Understandings

1. Students will understand the impacts of education, travel, developing hobbies, and life-long learning on success in the workplace.
2. Students will be able to distinguish different entrepreneurial career opportunities.

Suggested Essential Questions

1. What are potential ways to broaden student paradigms for business ideas and opportunities?
2. What is the role of education in entrepreneurial success?

Suggested Performance Indicators	Suggested Teaching Strategies		Suggested Assessment Strategies
a. Assess the importance of educational attainment in an entrepreneurial venture and compare the credibility of workers with education and certifications.	a.	Discuss the role of education and certifications in small business success, potential business financing, and in customer perceptions of businesses. Invite business owners to discuss the impact of their education on their business. Invite lenders to the class to discuss the impact of education and certification on potential business financing.	a. Class discussion Teacher created written exam with open-ended questions. Assess the students using the **Guest Speaker Activity Rubric**.
b. Compare career planning skills and job-seeking skills, and practice appropriate business interviewing skills.	b.	Discuss career opportunities and levels of education and experience required for entry and advancement in these sectors. Break the students into groups and assign career paths to each group. Have the groups research these paths and present them to the class. Discuss the importance of proper attire, punctuality, and following up in the interview process. Separate the class into pairs. Ask the students to role play interviewing each other.	b. Class discussion Assess the students using the **Group Participation Rubric**. Assess the students using the **Role-Play or Skit Rubric**.
c. Understand the concept of writing for social interaction.	c.	Discuss the use of invitations and RSVP in business operations. Discuss the use of social interaction as networking and marketing of the business. Have the students compose an invitation to a business function such as a ground breaking ceremony or a ribbon cutting.	c. Class discussion Teacher created written exam with open-ended questions. Assess the students using the **Writing Rubric**.

Competency 2: Recognize business organizations and their importance to entrepreneurs.

Suggested Enduring Understandings

1. Students will identify local business organizations that can provide information and support to small businesses and emerging entrepreneurs.
2. Students will identify opportunities for civic engagement as business owners.

Suggested Essential Questions

1. What resources exist in the community that assists in small business development, improvement, and advancement?
2. How do civic organizations such as a chamber of commerce affect business success?
3. What is the role of civically related activities such as cause-related marketing in business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Understand the importance of business incubators and the importance of having and being a mentor.	a. Discuss business incubators, their features, functions, and benefits. Visit an incubator and/or invite a representative from the incubator to visit the class. Discuss mentorship, the qualifications for mentorship, and the benefits of having and being a mentor. Have students develop a board of advisors including mentor(s). Add this to their individual portfolio.	a. Class discussion Assess students using the **Guest Speaker Activity Rubric**. Use the **Portfolio Rubric** to assess the students
b. Investigate social networking through the Internet, and civic and social organizations.	b. Discuss social networking. Discuss the impact of effective social networking through the Internet, civic, and social organizations on business and community success.	b. Teacher observation Class discussion
c. Explore area recycling programs and other community-related or civic issues and activities.	c. Discuss current community and civic issues and how these impact local business success. Discuss opportunities to participate in community- and civic-related issues and activities. Discuss the recycling process. Invite local business leaders to discuss with the class their involvement in these issues and activities.	c. Class discussion. Teacher created written exam. Assess students using the **Guest Speaker Activity Rubric**.
d. Compare local cause-	d. Discuss how cause-related marketing can support	d. Class discussion

related marketing strategies. [DOK3]	a business's competitive advantage. Discuss how to support the community through business ownership and operations. Discuss the difference between public relations and advertising. Discuss the advantages of developing good will.	Teacher created exam with open ended questions.

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Unit 7: Business Functions: Financial Management

Competency 1: Understand financial concepts and tools used in making business decisions.

Suggested Enduring Understandings

1. Students will understand the use of accounting and financial management tools.
2. Students will be provided training in basic accounting software such as QuickBooks or Excel.

Suggested Essential Questions

1. How are accounting and financial management tools used in successful small business operation?
2. What kind of business decisions can be made using financial statements?
3. What role does estimating play in small business operation?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Understand accounting tools, finance tools, and money management.	a. Discuss various financial statements accounting tools, finance tools, and money management tools and the purpose of each in small business. Invite accounting professionals to discuss the importance of sound fiscal management practices in their businesses. Give one student play money and have other students ask for money for various business reasons. After the student has given away all the money, ask him/her to account for it all. This will lead to a discussion about the importance of keeping financial records. Have the students define terms related to financial statements.	a. Class discussion Assess the students using the **Guest Speaker Activity Rubric.** Teacher created exams using selected accounting software or other comparable assessment. Assess the students using the **Sample Financial Terms List**.
b. Understand financial spreadsheet formulas. (DOK1)	b. Discuss the various financial spreadsheet formulas and the purpose of each. Have the students use accounting or business management software as a means to analyze and improve their business.	b. Class discussion Teacher created exams using selected accounting software or other comparable assessment
c. Use mental math, numeration, and operations for financial management.	c. Discuss the strategies of mental math, numeration, and operations for financial management in small business ownership. Discuss the use of estimates in certain business types and situations. These would include service business and contractors	c. Class discussions Teacher created exam using estimations.

where estimates are required (ex.: timber and yard services).

Competency 2: Understand accounting fundamentals.		

Suggested Enduring Understandings

1. Students will understand the importance of sound accounting practices in the operation of successful small businesses.
2. Students will be provided training in basic accounting software such as QuickBooks or Excel.

Suggested Essential Questions

1. What are effective accounting practices?
2. How can analysis of financial records improve business success?
3. How does the use of sound daily accounting practices impact small business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify types of business records.	a. Discuss the types of business records. Where available, have the students use accounting or business management software to create and manage business records. Discuss the purposes of receipts, invoices, purchase orders, and packing slips. Discuss the types of income statements, balance sheets, and cash flow statements. Invite business owners to discuss with the students the role of these accounting practices in their business operations.	a. Class discussion Teacher created exam using selected accounting software or other comparable assessment. Assess the students using the **Guest Speaker Activity Rubric.**
b. Set up business records such as, receipts, invoices, income statements, balance sheets, and cash flow statements.	b. Discuss the necessity of using sound accounting policies and practices. Using their fictional or actual business accounts, have students use (where available) accounting or business management software to create and manage income statements, balance sheets, and cash flow statements.	b. Class discussion Teacher created exam using selected accounting software or other comparable assessment.
c. Understand profit margin, same size analysis, and projected income.	c. Discuss the concepts of profit margin, same size analysis, and projected income. Have the students conduct research on businesses similar to theirs within their target market to ascertain the potential for return on their investment. Have the students present their research to the class.	c. Class discussion Teacher created exam using selected accounting software or other comparable assessment. Assess the students using the **Guest Speaker Activity**

References

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business.* New York: The National
Foundation for Teaching Entrepreneurship, Inc. (NFTE).

Unit 8: Business Functions: Human Resources Management

Competency 1: Investigate indicators of effective workplaces.

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will understand the process of creating an effective working environment. 2. Students will understand the basis of non-discriminatory practices and workplace management.	1. What is an effective working environment? 2. How does team building impact the creation of an effective workplace? 3. What laws govern non-discriminatory practices and workplace management?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Express knowledge of workers and their needs, comparing safety in working environments.	a. Discuss various worker needs, including but not limited to accommodations, ergonomics, and other special workplace needs and support. Discuss the roles of various government agencies and their impact and influence on creating a safe working environment. Discuss standards established by the U.S. Department of Labor's Occupational Safety and Health Administration (OSHA) for the workplace. Discuss the Department of Health standards appropriate for various types of business (i.e. food handling). Invite business leaders from different businesses to explain worker safety and how they conduct safety training in their work environment.	a. Class discussions Teacher created quiz with open-ended questions. Assess students using the **Guest Speaker Activity Rubric.**
b. Understand team building and be able to explain the benefits of building networks.	b. Discuss effective ways to create an effective business team. Discuss the importance of starting and maintaining an active social/business network database. Assist students in creating a network database. Conduct team building exercises designed to develop effective communication and problem solving skills. (i.e. http://www.wilderdom.com)	b. Class discussions Evaluate the students using the **Teamwork Rubric.**

	Provide students with case studies about business team building. Have the students work in teams to analyze the case studies, developing ways to build a business and a team.	
c. Understand the concepts of diversity and cultural differences, and investigate the Americans with Disabilities Act.	c. Discuss the concepts of diversity and cultural differences. Invite students to share their cultural differences. Discuss how diversity and cultural sensitivity affect international business and marketing.	c. Class discussions Teacher created exam Assess students' presentations with the **Presentation Rubric**
	Have the students research business and cultural practices in other countries and present their findings to the class.	
	Discuss the Americans with Disabilities Act, its history, and its impact on labor.	
	Discuss strategies to accommodate employees and customers with disabilities in the workplace. See: http://www.ada.gov/ and http://www.ada.gov/smbustxt.htm	
d. Research ways to deal with criticism, develop listening skills, and understand harassment in the workplace.	d. Discuss the role of constructive criticism and feedback in effective business building.	d. Class discussions Teacher created exam
	Discuss effective listening skills.	
	Discuss harassment in the workplace and strategies to reduce harassment in the workplace. http://www.fcc.gov/owd/understanding-harassment.html	

Competency 2: Understand the concepts, systems, and strategies needed to acquire, motivate, develop and terminate staff.

Suggested Enduring Understandings

1. Students will understand human resource concepts of staff acquisition, management, and termination.
2. Students will be able to identify leadership and management styles.

Suggested Essential Questions

1. What are effective recruitment practices?
2. What impacts do staff training and development have on the creation and maintenance of an effective workplace?
3. What are the different types of termination (firing versus lay-offs)?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research organizing, staffing, training/development, morale/motivation, and evaluation.	a. Discuss effective leadership/managerial styles and the pros and cons of each. Discuss techniques of staff motivation and getting the most out of employees. Define and discuss employee evaluation techniques. Break the students into small groups. Let them choose a leadership/managerial style and role play it for the class. Let the rest of the class decide which leadership/managerial style it is.	a. Class discussion Assess the students using the **Role Play Rubric.**
b. Understand hiring employees and building teams within a business.	b. Define and discuss the steps in the recruitment process. Discuss the laws and protocols associated with human resource management, specifically, the hiring of new personnel (i.e. job posting, notification, non-discriminatory practices, etc.) Invite a guest speaker from a local business to inform students of the signs and symptoms of problem employees and to discuss strategies for improving employee performance. Ask the speaker to discuss laws related to hiring and termination of employees including due process. Have each student write a summary of what he or she learned.	b. Class discussion Assess the students by observing contributions to class discussions and participation in activities. Use the **Group Participation Rubric.** Assess students using the **Guest Speaker Activity Rubric.**
c. Research monitoring achievement within an organization.	c. Discuss mechanisms for conducting ongoing evaluation of employee achievement. Discuss the pros and cons of performance evaluation in the workplace.	c. Class discussion Teacher observation Teacher created exam

References

Greene, C. L. (2009). *Entrepreneurship: Ideas in action (4th edition)*. Mason, OH: South-Western Cengage Learning.

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business.* New York: The National Foundation for Teaching Entrepreneurship, Inc. (NFTE).

What do employers expect from me? [Poster]. (Available from TechPrep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205)

Unit 9: Business Functions: Marketing

Suggested Enduring Understandings

1. Students will identify and understand the elements of the marketing mix.
2. Students will develop strategies and development of each area of the marketing mix.

Suggested Essential Questions

1. Why is it important to develop a marketing mix within a business?
2. How does continued marketing help the development of a business?
3. How do developing strategies help enhance the components of the marketing mix?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare the place where the business is located and all aspects of the competition.	a. Discuss the advantages and disadvantages of the location of a business. Discuss when a business should relocate or not. Identify the direct and indirect competition of a company, determine how they operate and determine their products and services and pricing strategy. Ask a local business leader to talk to the class about business competition and their marketing strategies.	a. Class discussion. Assess the students using the **Guest Speaker Activity Rubric.**
b. Understand market research, market share via marketing, market analysis, and marketing plan.	b. Explain how the marketing strategies help develop a company's market share. Research ways to determine a company's market (size, trends, characteristics, and growth rate). Identify the two major parts of the marketing plan; marketing goals and strategies in reaching those goals. Ask the students to develop a marketing plan for their company. Let them include all aspects of the company's market.	b. Class discussion. Teacher observation. Assess the students using the **Written Report Rubric.**
c. Understand the types of advertising and recognize the value of good advertising compared to poor	c. Identify the cost and benefits, and purposes of different types of advertising. Identify different forms of advertising and explain the advantages and disadvantages of each type. Discuss	c. Class discussion. Assess the students using the **Guest Speaker Activity Rubric.**

advertising.	the purposes and benefits of using a website, business cards, and information brochures to promote a company's image. Ask an advertising professional to come to the class and discuss the variety of ways that companies use different forms of advertising to promote products or services.	
d. Show product/service creation, marketing-information management, promotion, pricing, and selling.	d. Identify and explain the understanding of how and why a target market needs to be determined for products and services. Have the students research several companies (such as Chevy Nova, Karen's Korner, The Snuggie) and develop a report comparing and contrasting the similarities and differences between names and products offered.	d. Assess the students using the **Written Report Assessment Rubric.**

Competency 2: Understand the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas.

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will demonstrate an understanding of market research. 2. Students will identify and understand the determination of a target market and its importance. 3. Students will understand predictions of trends in the marketplace	1. How does marketing research affect a company and their products or services? 2. What are the characteristics of a target market? 3. How do trends play a role in the marketing mix?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Understand customer needs, the importance of the demographics of buyers, and all aspects of selling.	a. Discuss customer needs. Have the students research and identify the components that determine the demographics of a particular market. Have the students list and explain the different characteristics of the selling process. Have the students develop a survey to determine the needs and wants of their peers in their class, and then write a 1-page summary of their findings.	a. Class discussion. Assess the students using the **Written Report Rubric.**
b. Research reaching, keeping, and increasing the market, and import/export opportunities.	b. Discuss why it is important to investigate the opportunities of importing and exporting as it pertains to certain company ventures.	b. Class discussion.

		Have the students identify the purpose of reaching the target market for their product or service, through market research and data collecting.		
c.	Understand predicting trends in the global marketplace.	c.	Discuss current trends in the global marketplace, and how these trends can be predicted. Assign a product or service to student groups. Have the students research and present their findings of these trends.	c.	Class discussion. Assess the students using the **Presentation Rubric**.

Competency 3: Explore inventions and innovations.

Suggested Enduring Understandings	Suggested Essential Questions
1. Discuss the purposes of patents, trademarks, and copyrights. 2. Discuss how inventions and modifications to exiting products affect the product life cycle. 3. Discuss how creativity and innovation helps business growth and development.	1. What affects do patents, trademarks and copyrights have on a company's competition? 2. What affects does the product life cycle have on a company? 3. Why does creativity play a role in the productivity of a company and its image?

Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strategies
a.	Discuss patents, trademarks, intellectual property.	a.	Explain the purpose and importance of trademarks and patents on products. Discuss why a company's creative thinking and teamwork helps develop the concept of productive and innovation.	a.	Class discussion.
b.	Discuss intelligence and hard work, innovative thinking, and the innovation supply chain.	b.	Demonstrate how creativity helps in the continued development of products or services. Explain how modifications and quality of work help determine where a product is in the product life cycle. Explain that dreaming big, writing down ideas, conducting research, and prototypes will help with a proof of concept. Ask an inventor/entrepreneur to speak to the class. Ask him or her to explain their thoughts on intellectual property.	b.	Class discussion. Assess the students using the **Guest Speaker Activity Rubric.**

References

Allen, K. R., Meyer, E. C. (2006). *Entrepreneurship and small business management*. Woodland Hills, CA: McGraw Hill Glencoe.

Dlabay, L. R., Scott, J. C. (2011). International Business. Mason, OH: South-Western Cengage Learning.

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business.* New York: The National Foundation for Teaching Entrepreneurship, Inc. (NFTE).

Unit 10: Business Functions: Operations and Strategic Management

Competency 1: Estimate the start-up expenses of an entrepreneurial business.

Suggested Enduring Understandings

1. Students will develop an understanding of the types of financing that are available.
2. Students will be able to determine the type of accounting method to use in a specific business.
3. Students will be able to identify the procedures involved in staffing a business.
4. Students will examine the roles and responsibilities of business leaders.

Suggested Essential Questions

1. Why is it important to be aware of the different ways to offset the start-up expenses of a business?
2. How do good accounting practices affect a business operation?
3. How does customer service and staff management play a role in being a competitive business?
4. What is the role of local business leaders in his or her community?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Predict the competitive advantage of an entrepreneurial business.	a. Discuss competitive advantage. Have the students research local businesses and the methods and practices that are used by these businesses The students should then report their research in a one-page paper.	a. Teacher observation Assess the students using the **Written Report Rubric.**
b. Understand the processes of business systems, channel management, purchasing/procure-ment, in order to facilitate daily operations.	b. Discuss the different processes involved in the daily operation of a business. Explain the developmental processes implementing these systems. Explain how the channel management affects the cost of a product. Have the students role play the operations management systems of daily business operations.	b. Teacher observation Assess the students using the **Role-play Rubric.**
c. Relate common entrepreneurial mistakes and ways to avoid them.	c. Discuss the importance of professionalism in the workplace. Invite a guest speaker to discuss the qualities they look for in job applicants. Have students debate the role of the business leader in a democratic society.	c. Teacher observation Assess the students using the **Group Participation Rubric.**

	Competency 2: Demonstrate the knowledge of good accounting and record keeping.	

Suggested Enduring Understandings

1. The student will demonstrate an understanding of why and how taxes are used.
2. The student will demonstrate an understanding of why and how insurance is used.
3. The student will demonstrate the use of balance sheets and income statements in a business.
4. The student will demonstrate the use of purchase orders and invoices in a business.

Suggested Essential Questions

1. Why is it important to know how insurance and taxes are used?
2. How can petty cash be used in a business?
3. Why is it important to accurately use balance sheets and income statements in a business?
4. Why is it important to use purchase orders and invoices in a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Show an understanding of taxes, why taxes are used, different tax forms used, and sources of tax assistance.	a. Discuss key tax terms. Show the students the Internet site: www.irs.gov. Discuss state and local taxes and how they are used.	a. Vocabulary quiz of accounting terms. Teacher created quiz.
b. Show an understanding of insurance, why insurance is needed, and the different types of insurance.	b. Discuss how insurance protects a business, and the types of insurances a business needs. Have the students research different types of insurance and the consequences of not having insurance. Have them present their findings in a 1-page paper.	b. Teacher observation. Assess the students using the **Written Report Rubric.**
c. Understand how to perform management operations using math formulas including percent of purchases, interest charges and income tax rates.	c. Explain the purpose and importance of budgeting. Have the students prepare a monthly budget using online resources including determining a salary for a selected career, cost of housing, transportation, insurance, utilities, and other expenditures. Have the students use financial software to maintain a check register, make comparisons of expenditures over a 3-month period, and review budgeting decisions. Have the students role play different scenarios about making decisions associated with money management, and explain the rationale for the decisions.	c. Class discussion. Teacher observation. Assess the students using the **Role-play Rubric.**

d. Understand how to calculate simple interest, rounding numbers and proportional reasoning, measurement, and reasoning.	d. Review and discuss methods using the website: www.finance.yahoo.com/banking-budgeting. Have the students explain the examples as related to real business sale prices, invoices, taxes and methods of payment.	d. Class discussion. Teacher observation.

Competency 3: Understand the processes, strategies, and systems needed to guide the overall business organization.

Suggested Enduring Understandings	Suggested Essential Questions
1. Students will understand a range of management styles. 2. Students will understand how to pay themselves and others within a business. 3. Students will understand the recruitment process. 4. Students will understand historical context of labor standards and practices. 5. Students will understand the costs and benefits associated with employing family and friends.	1. What are the options for paying yourself? 2. What are the steps to recruiting employees? 3. What are the federal laws associated with labor standards and practices? 4. What are the costs and benefits of employing friends and family? 5. What are the six most common management styles? 6. How are these styles implemented in business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research planning and controlling and compare types of management styles.	a. Discuss ways to pay yourself as an entrepreneur and your employees. Discuss commission, dividend, salary, and hourly wage. Discuss the six management styles. Discuss the ten basic management functions of planning, organizing, leading, directing, staffing, controlling, coordinating, representing, innovating, and motivating.	a. Class discussion Teacher created quiz
b. Research appropriate job descriptions, sales interviews, and good hiring practices.	b. Discuss with the students the steps in the recruitment process. Discuss the types of questions to ask potential employees during the interviewing and recruitment process. Ask a local business leader to come to the class and discuss anti-discrimination laws and their impacts on the interview and hiring process.	b. Class discussion Assess the students using the **Guest Speaker Activity Rubric**.

References

Allen, K. R., Meyer, E. C. (2006). *Entrepreneurship and small business management*. Woodland Hills, CA: McGraw Hill Glencoe.

Greene, C. L. (2009). *Entrepreneurship: Ideas in action (4th edition)*. Mason, OH: South-Western Cengage Learning.

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business.* New York: The National Foundation for Teaching Entrepreneurship, Inc. (NFTE).

Unit 11: Business Plans

Competency 1: Develop and write a business plan.

Suggested Enduring Understandings

1. Students will understand the importance of formulating a business plan.
2. Students will understand the components of a business plan

Suggested Essential Questions

1. What are the components of a business plan?
2. How will a good business plan affect the life of a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Distinguish places to seek business assistance such as from the IRS, SBDC, chambers, and competition.	a. Discuss the institutions that help businesses get started. Discuss federal, state, and local assistance that is available for entrepreneurs.	a. Class discussion Use a teacher created written exam with open-ended questions to assess the students.
b. Understand the importance of formulating a business plan.	b. Discuss the importance of creating a business plan. Have the students identify and define the parts of a business plan and the impact each part has on the business plan as a whole.	b. Teacher Observation Class discussion Use a teacher-created written exam with open-ended questions to assess the students.
c. Prepare a business plan using word processing software. (DOK4)	c. Have students develop a business plan by using the resources available at the U.S. Small Business Association. http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan.	c. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Develop supporting arguments for a business plan with details and evidence.

Suggested Enduring Understandings

1. Students will understand the parts of a business plan
2. Students will be able to defend their business plan ideas

Suggested Essential Questions

1. What are the essential plans that an entrepreneur needs to get started in a business?
2. What are investors seeking when looking at a business plan?

Suggested Performance Indicators	Suggested Teaching Strategies		Suggested Assessment Strategies
a. Interpret graphs, diagrams, and charts and use them to develop business strategies and present these to others.	a.	Have the students look at various graphs, diagrams, and other data to come to a conclusion about the condition of a business.	a. Use the **Business Plan Checklist** to assess the students on their business plan.
		Have the students compile a business plan for a business of their choice. Use the components covered in the entire course.	
		Have the students present their business plan to the class.	Use the **Presentation Rubric** to assess the students.
b. Research entrepreneurial exit strategies.	a.	Discus exit strategies among different types of businesses.	a. Class Discussion
		Compare liquidation, selling the business, taking it public, mergers, and buy-outs.	Use the **Writing Rubric** to assess the students.
		Have the students research and write a 1-page report about exit strategies for businesses.	

References

Greene, C. L. (2009). *Entrepreneurship: Ideas in action (4th edition)*. Mason, OH: South-Western Cengage Learning.

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business.* New York: The National Foundation for Teaching Entrepreneurship, Inc. (NFTE).

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Introduction, Safety, and Orientation

1. Identify course expectations and school and course policies.(DOK1)

2. Demonstrate the proper use and care for classroom equipment. (DOK1)

3. Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work. (DOK1)

4. Develop and incorporate 21st Century Skills throughout the Entrepreneurship course. (DOK3)

Unit 2: Entrepreneurial Skills

1. Define the concept of entrepreneurship and entrepreneurial opportunity. (DOK1)

2. Understand the concepts and processes associated with successful entrepreneurial performance. (DOK2)

3. Understand the risks and rewards of different types of businesses. (DOK2)

Unit 3: Ready Skills: Business Foundations and Communication Skills

1. Understand essential business concepts that affect business planning and decision making. (DOK2)

2. Develop effective listening, oral, non-verbal, and written communication skills. (DOK3)

3. Understand concepts, tools and procedures needed for basic computer operations and to access, process, maintain, evaluate, and disseminate information for good business decisions. (DOK2)

Unit 4: Ready Skills: Economics

1. Understand the economic principles and concepts fundamental to entrepreneurship and small-business ownership. (DOK1)

2. Determine if a business strategy is successful. (DOK1)

Unit 5: Ready Skills: Financial Literacy

1. Investigate the incorporation of a business. (DOK1)

2. Compare personal money-management concepts, procedures and strategies. (DOK2)

Unit 6: Ready Skills: Professional Development

1. Understand the concepts and strategies needed for career exploration, development, and growth. (DOK1)

2. Recognize business organizations and their importance to entrepreneurs. (DOK3)

Unit 7: Business Functions: Financial Management

1. Understand financial concepts and tools used in making business decisions. (DOK2)

2. Understand accounting fundamentals. (DOK3)

Unit 8: Business Functions: Human Resources Management

    1.   Investigate indicators of effective workplaces. [(DOK2)]

    2.   Understand the concepts, systems, and strategies needed to acquire, motivate, develop and terminate staff. [(DOK2)]

Unit 9: Business Functions: Marketing

    1.   Identify the four Ps of marketing (product, place, price, promotion). [(DOK2)]

    2.   Understand the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas. [(DOK3)]

    3.   Explore inventions and innovations. [(DOK1)]

Unit 10: Business Functions: Operations and Strategic Management

    1.   Estimate the start-up of an entrepreneurial business. [(DOK3)]

    2.   Demonstrate the knowledge of good accounting and record keeping. [(DOK2)]

    3.   Understand the processes, strategies, and systems needed to guide the overall business organization. [(DOK1)]

Unit 11: Business Plans

    1.   Develop and write a business plan. [(DOK4)]

    2.   Develop supporting arguments for a business plan with details and evidence. [(DOK2)]

Appendix A: Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Student Orientation Documents Checklist

☐ Acceptable Use Policy

☐ Student Responsibility Contract

☐ Web Page Policy

☐ Classroom Management Policy

☐ Technology Student Association (or other Career and Technical Student Organization) Membership Information

Name: _____

Date: _____

Period: _____

Group Participation Rubric

Project Title:

	1 point	2 points	3 points	4 points	Total
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-Task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				Total Score	

Guest Speaker Activity Rubric

	4 Points	3 Points	2 Points	1 Point	Points
Listening Behavior	Student consistently minimizes/avoids behaviors that interfere with listening and attends to the speaker.	Student minimizes/ avoids behaviors that interfere with listening and attends to the speaker almost all of the time.	Some inappropriate behaviors that interfere with listening and attending to the speaker are noted	Student seldom or never minimizes/avoids behaviors that interfere with listening and attending to the speaker.	
Note Taking	Student consistently takes notes that identify all of the main points made by the speaker.	Student notes identify most of the main points made by the speaker.	Student notes identify only one or two main points made by the speaker.	Student notes do not reflect main points made by the speaker.	
Questioning	Questions asked by the student are intended to expand on information provided by the speaker.	Questions asked by the student are intended to clarify information provided by the speaker.	Questions asked by the student cause the speaker to repeat information already presented	No questions are asked by the student.	
				TOTAL	

Name: _____

Date: _____

Period: _____

Writing Rubric

Project Title:

Criteria					Points
	1 Point	**2 Points**	**3 Points**	**4 Points**	
Organization	The sequence of information is difficult to follow.	The reader has difficulty following the work because the student jumps around.	The student presents information in a logical sequence that the reader can follow.	Information is in a logical, interesting sequence that the reader can follow.	_____
Format and Sentences	The student did not follow the required format; plagiarism is depicted.	The student did not follow the format; the essay includes sentences that are unclear and incorrect.	The student followed the format; the article is attached; and the article is handwritten.	The student followed the format; the article is attached and typed.	_____
Grammar and Spelling	Demonstrates little concept of proper grammar usage and spelling	The presentation has three misspellings and/or grammatical errors.	The presentation has no more than two misspellings and/or grammatical errors.	The presentation has no misspellings or grammatical errors.	_____
Creativity	Work displays no creativity.	Work displays little creativity.	Work displays some creativity.	Work is very neat and creative.	_____
Due Date	Work turned in a week late	Work turned in 3 days late	Work turned in 1 day late	Work turned in on time	_____
				Total Points	

Safety Scenarios—What Would You Do?

Scenario 1: Juan comes into class after lunch and sits at his desk. He is exhausted from playing basketball at lunch, so he puts his head down on his desk. He feels something on his face and realizes that it is some broken glass. Someone in the previous class must have broken a test tube. What should the students from the previous class have done differently?

Scenario 2: Veronica is working with a Bunsen burner (open flame). Her hair swings down and lands in the flame. What should she have done before she lit the Bunsen burner?

Scenario 3: Ms. Patterson has given you very specific directions on how to complete a lab experiment. Your lab partner is curious and wants to see what will happen if you add 30 drops of indicator to a solution instead of 2 drops. What should you tell your partner?

Scenario 4: During a lab, Edgar realizes that his pencil needs to be sharpened, so he gets up to sharpen it. His partner gets bored without him, so he gets up to go see how other experiments are going. Someone at another table gets up to get a paper towel because her hands are getting messy. Adriana has Ms. Patterson's permission to get up and get a beaker. As she walks back to her seat, Edgar's pencil breaks again, so he pushes out his chair to go back to the sharpener. This trips Adriana, and she breaks the beaker. How could this have been avoided?

Scenario 5: Today is the first day that the class is working on modules. In the Thermal Unit, there is a certain type of wax that must be used along with gloves and a lighter for safety. While checking the equipment inventory, Stephanie noticed that the lighter was missing. She informed Ms. Patterson of the situation. Ms. Patterson instructed Stephanie to skip that particular experiment. Yet, because Stephanie was so excited about the experiment, she used the hot plate instead to light a piece of paper. She quickly threw the paper in the trash to avoid getting caught by the teacher. What rule did Stephanie break? What other hazards may occur from this incident?

Scenario 6: You are following all the rules and are being very careful, but you accidentally adjusted the pressure to high on the Pneumatic Module. You placed your safety glasses on your forehead instead of putting them on. What are some possible incidents that could occur? How would you handle them? What if you were following all the rules and a tube accidentally loosens? What would you do?

Scenario 7: You are the division head for a large chemical plant that is part of a Fortune 500 company. Because of the nature of your business, there are a number of medical facilities on site to handle medical emergencies and accidents. You learn through the grapevine that a nurse stationed at one of the infirmaries has been diagnosed with the AIDS virus and that some employees are worried. How would you handle this situation?

OSHA Standards in the Workplace

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score
Content – Accuracy	At least 7 accurate facts are displayed on the poster.	5 to 6 accurate facts are displayed on the poster.	3 to 4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.	
Graphics – Clarity	Graphics are all in focus, and the content is easily viewed and identified from 6 ft away.	Most graphics are in focus, and the content is easily viewed and identified from 6 ft away.	Most graphics are in focus, and the content is easily viewed and identified from 4 ft away.	Many graphics are not clear or are too small.	
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Several required elements are missing.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.	
				Total	

Rate yourself from 1 to 5, with 1 being the lowest and 5 being the highest, using the following indicators.

Interview Video Checklist

_____Makes eye contact with interviewer(s)

_____Answers questions with full sentences

_____Answers questions succinctly without getting off topic

_____Presents self professionally (body posture, clothing, etc.)

_____Refers to resume or portfolio when answering questions

_____Brings extra copies of resume and portfolio to interview

_____Successfully outlines strengths without appearing boastful

---

_____/35

Key

30–35: You've got the job!

25–29: You're one of the top candidates.

20–24: You looked pretty good. Maybe if no one else applies, you will get the job.

15–19: You are not in consideration for the job.

7–14: You must improve your interviewing skills if you want a job.

Name: _____

Date: _____

Period: _____

Presentation Rubric

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score
Voice-Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85–95%) of the presentation.	Voice quality is clear and consistently audible through some (70–84%) of the presentation.	Voice quality needs more attention.	
Duration of Presentation	Length of presentation is 3 minutes.	Length of presentation is 2 minutes.	Length of presentation is 1 minute.	Presentation is less than 1 minute OR more than 3 minutes.	
Grammar	Grammar and usage are correct (for the dialect chosen) and contribute to clarity, style, and character development.	Grammar and usage are typically correct (for the dialect chosen) and errors do not detract from the story.	Grammar and usage are typically correct, but errors detract from story.	Repeated errors in grammar and usage distract greatly from the story.	
Voice-Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really get into the story.	Presenter occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	The presenter tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	There is no attempt to match the pace of the storytelling to the story line or the audience.	
				Total	

Name: _____

Date: _____

Period: _____

Role-play Rubric

	Excellent 4 Points	Good 3 Points	Needs Some Improvement 2 Points	Needs Much Improvement 1 Point	Score
Relates to audience					
Provides a fluent rendition of scenario					
Role-plays scenario with feeling and expression					
Varies intonation					
Presents characters appropriately					
Gives the scenario its full range					
Breaches easily identified					
				Total Score	

Scale:

24–28   A   Excellent

19–23   B   Good

14–18   C   Needs Some Improvement

9–13   D   Needs Much Improvement

0–12   F   Not Appropriate

TOTAL = _____

Name: _____

Date: _____

Period: _____

Teamwork Rubric

Project Title:

	1 point	2 points	3 points	4 points	Total
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
Teamwork Behavior	Exhibited teamwork inconsistently	Exhibited teamwork some of the time	Exhibited teamwork behavior most of the time	Exhibited teamwork behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
Completion	Did not work to complete the final product	Minimally worked to help complete the final product	Occasionally worked to ensure delivery and approval of final product	Efficiently and effectively worked to ensure delivery and approval of final product	
				Total Score	

Name: _____

Date: _____

Period: _____

Resume Rubric

	No Evidence 0 Points	Beginning 10 Points	Meets Standards 15 Points	Well Done 20 Points	Excellent 25 Points	
Format	Assignment was not submitted.	Contains minimal information; more than four spelling errors.	Contains at least five of the criteria; no more than four spelling errors.	Contains at least six of the criteria; no more than two spelling errors.	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	
Education	Assignment was not submitted.	Education includes one of the criteria.	Education includes two of the criteria.	Education includes three of the criteria.	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	
Experience	Assignment was not submitted.	Experience includes current position only.	Experience includes one of the criteria.	Experience includes two of the criteria.	Experience includes internships, entry-level jobs, and current position.	
Factual	Assignment was not submitted.	Resume is unrealistic and contains conflicting information.	Resume has unrealistic dates or names.	Resume is fairly believable with factual names or dates.	Resume contains factual names and dates and is believable.	
					Total Points	

Name: _____

Date: _____

Period: _____

Role-play or Skit Rubric

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student might have contributed.	Little or no character development; student did not contributed much.	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why.	Can clearly explain several ways in which his or her character "saw" things differently than other characters.	Can clearly explain one way in which his or her character "saw" things differently than other characters.	Cannot explain any way in which his or her character "saw" things differently than other characters.	
Props	Used several props and showed considerable creativity.	Used one or two appropriate props that made the presentation better.	Used one or two props that made the presentation better.	Used no props to make the presentation better.	
Required Elements	Included more information than required.	Included all required information.	Included most required information.	Included less information than required.	
				Total	

Name: _____

Date _____

Period _____

Portfolio Rubric

	4 Points	3 Points	2 Points	1 Point	Points
Contents	Portfolio contains all of the required materials.	Portfolio contains most of the required materials.	Portfolio contains some of the required materials.	Portfolio contains little of the required materials.	
Choice of Documentation	Samples show student progress and knowledge of general educational principles.	Samples show student progress and some knowledge of general educational principles.	Samples show some student progress and some knowledge of general educational principles.	Random selection of sample documents; no knowledge of general educational principles	
Organization	Portfolio is complete and neatly organized. A reader can easily find things.	Portfolio is well organized. A reader has little difficulty finding things.	Portfolio is fairly well organized. A reader may have a little difficulty finding things.	Portfolio shows some attempt at organization. A reader has difficulty finding things.	
Mechanics	There are no errors in spelling, punctuation, or grammar.	There are few errors in spelling, punctuation, or grammar.	Errors in spelling, punctuation, or grammar are evident.	Errors in spelling, punctuation, or grammar are numerous and detract from the portfolio.	
Overall Portfolio Impact	The portfolio effectively demonstrates the student's skills, abilities, and knowledge.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge	The portfolio does little to demonstrate the student's skills, abilities, and knowledge.	The portfolio does not demonstrate the student's skills, abilities, and knowledge.	
				TOTAL	

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

Project Title:

Criteria					Points
	1 Point	**2 Points**	**3 Points**	**4 Points**	
Required Content	Several of the required content elements are missing on the poster.	All except one of the required content elements are included on the poster.	All required content elements are included on the poster.	The poster includes all required content elements as well as additional information.	
Labels	The labels are too small to read or no important items were labeled.	Many of the items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all of the items of importance on the poster are clearly labeled with labels that are easy to read.	All items of importance on the poster are clearly labeled with labels that are easy to read.	
Attractiveness	The poster is distractingly messy or very poorly designed.	The poster is acceptably attractive though it may be a bit messy.	The poster is attractive in terms of design, layout, and neatness.	The poster is exceptionally attractive in terms of design, layout, and neatness.	
Grammar and Spelling	The poster demonstrates little concept of proper grammar usage and spelling	The poster has three misspellings and/or grammatical errors.	The poster has no more than two misspellings and/or grammatical errors.	The poster has no misspellings or grammatical errors.	
Creativity	The poster displays no creativity.	The poster displays little creativity.	The poster displays some creativity.	The poster is very neat and creative.	
				Total Points	

Name: _____

Date: _____

Period: _____

Group Presentation Assessment Rubric

Project Title:

Criteria					Points
	1 Point	**2 Points**	**3 Points**	**4 Points**	
Content	Confusing, incorrect, or flawed	Somewhat confusing, incorrect, or flawed	Mostly clear, appropriate, and correct	Clear, appropriate, and correct	
Clarity	No sequence	Unclear sequence	Logical sequence	Logical, interesting sequence	
Presentation	Mumbling and incorrect pronunciation	Low voice and incorrect pronunciation	Clear voice and mostly correct pronunciation	Clear voice and precise pronunciation	
Visual Aids	Weak, inaccurate, or many grammatical errors	Poorly planned, somewhat accurate, or some grammatical errors	Adequate, mostly accurate, and few grammatical errors	Attractive, accurate, and grammatically correct	
Length	Extremely too long or short	Moderately too long or short	Slightly too long or short	Appropriate length	
Participation	One main speaker with little participation from other group members	Most group members participate	All group members have significant participation	Well-balanced participation by all group members	
Eye Contact	No eye contact because reading information	Occasionally uses eye contact but reads most of information	Maintains eye contact most of time but frequently returns to notes	Maintains eye contact, seldom looking at notes	
				Total Points	

Name: _____

Date: _____

Period: _____

Written Report Rubric

Project Title:

Criteria					Points
	1 Point	**2 Points**	**3 Points**	**4 Points**	
Organization	The sequence of information is difficult to follow.	The reader has difficulty following the work because the student jumps around.	The student presents information in a logical sequence that the reader can follow.	Information is in a logical, interesting sequence that the reader can follow.	
Format and Sentences	The student did not follow the required format; plagiarism is depicted.	The student did not follow the format; the essay includes sentences that are unclear and incorrect.	The student followed the format; the article is attached; and the article is handwritten.	The student followed the format; the article is attached and typed.	
Grammar and Spelling	Demonstrates little concept of proper grammar usage and spelling	The presentation has three misspellings and/or grammatical errors.	The presentation has no more than two misspellings and/or grammatical errors.	The presentation has no misspellings or grammatical errors.	
Creativity	Work displays no creativity.	Work displays little creativity.	Work displays some creativity.	Work is very neat and creative.	
Due Date	Work turned in a week late	Work turned in 3 days late	Work turned in 1 day late	Work turned in on time	
				Total Points	

Sample Financial Terms List

Balance sheet

Income statement

Assets

Liabilities

Capital

Revenue

Expenses

Profit or loss

Gross profit

Net profit

Cash flow

Cost of goods sold

Accounting equation

Merchandise inventory

Accounts receivable

Accounts payable

Business Plan Checklist

☐ Name and description of the business

☐ Legal structure

☐ Owners and investors

☐ Location

☐ Hours of operation

☐ Description of the business

☐ Description of products and/or services

☐ How is this business different?

☐ Description of materials and suppliers

☐ Distribution plan

☐ Pricing/selling plan

☐ Industry regulations/licensing needed

☐ The market (trends, size, growth patterns)

☐ The typical customer

- [ ] Customer demographics

- [ ] Competitors' strengths and weaknesses

- [ ] Competitive advantage

- [ ] Advertising/marketing plan

- [ ] Management and key personnel

- [ ] Facilities

- [ ] Equipment

- [ ] Financial plan

  - [ ] Projected financial statements

  - [ ] Statement of collateral offered

  - [ ] Accounts receivable & notes payable

  - [ ] Income tax returns

  - [ ] Sources and uses of funds statement

  - [ ] Projected income statements

  - [ ] Monthly cash flow statements

- [ ] Resumes of principal owners and key employees

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Business Finance**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
                       Central High School Building
                       359 North West Street
                       Post Office Box 771
                       Jackson, MS 39205-0771
                       Phone: 601-359-2586

Unit 1: Professional Development in Business Finance

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the important role that career planning plays in determining a career field

- Understand that guiding principles, such as legal and ethical behavior, can vary from one career field to another

Essential Questions

- What information should be researched prior to pursuing a particular career field?

- Why do ethical standards vary from one profession to another even though values stay the same?

Vocabulary

Identify and review the unit vocabulary.

Corporate Governance
Corporate Responsibility
Ethics

Suggested Learning Experiences

Competency 1: Explore the fundamentals of business finance to build a foundation for employment in business finance.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the nature of business finance. b. Explain the role and responsibilities of various careers in business finance (e.g., financial managers, controller, risk manager, treasurer, or chief financial officer).	a. Ask students to research careers in corporate finance and to also assess their personal strengths and weaknesses. The following web sites are great resources: http://www.iseek.org/ http://www.careers-in-finance.com/cf.htm http://www.careerpath.com/career-tests/ http://www.keirsey.com/sorter/instruments2.aspx?partid=0 Have students start a career awareness portfolio (see Performance Task for this unit)	a. Portfolio Rubric

Competency 2: Acquire knowledge of corporate governance to be aware of restraints under which business finance function.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss business ethics for business finance. b. Discuss corporate responsibility issues in business finance.	a. Explain that corporate responsibility has a huge impact not only on the local community, but also on the world. Its affects are social, economic and environmental. Bad and good corporate responsibility has effects that reach from the worker in the third world country to the air that we breathe. Divide students into groups and have them use the Internet to research how some corporations address corporate responsibility.	a. Teacher observation of student participation in Discussions and activities.

Competency 3: Explain professional designations in the field of business finance (e.g. CF, CFA, CCM, CTP, CFM, etc.).

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain professional designations in the field of business finance (e.g. CF, CFA, CCM, CTP, CFM, etc.)	a. Discuss the significance of professional designations. Ask students to research finance certifications and determine the impact the certification would have on a career.	a. Teacher observation of student participation in Discussions and activities.

Performance Task

Electronic Career Portfolio

In this unit you had the opportunity to assess your personal traits and strengths, as well as explore careers for which you are suited. You are going to compile this information in an Electronic Career Portfolio (ECP) that you can present to potential employers and college admission staff. Employers and college admissions staff will use your portfolio to judge your academic ability, maturity, and motivation. The portfolio should display samples of your work, achievements, and accomplishments that you would refer to in an interview. Instructions for completing the portfolio are provided in the Electronic Career Portfolio Guidelines.

You be evaluated on the accuracy and thoroughness of your resume and career research and the inclusion of relative sample materials.

Attachments for Performance Task

Electronic Career Portfolio Guidelines in Appendix A

Electronic Career Portfolio Rubric in Appendix A

Unit Resources

Books:

Kelly-Plate, J and Volz-Patton, R (2007). Exploring Careers. Woodland Hills, CA: Glencoe/McGraw-Hill.

Web sites:

Careerpath.com http://www.careerpath.com/career-tests/

Careers-in-Finance.com - http://www.careers-in-finance.com/cf.htm

iSeek.org - http://www.iseek.org/

Kearsey - http://www.keirsey.com/sorter/instruments2.aspx?partid=0

Unit 2: Financial Analysis

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand the role analysis plays in the decision making process

- Understand the importance of maintaining accurate records

Essential Questions
- How can analysis be used in the decision making process to reduce the impact of uncertainty?

- Is an inaccurate budget better than no budget at all?

Vocabulary

Identify and review the unit vocabulary.

Balance Sheet
Basis points
Benchmark Company
Bond rating
Budget Discrepancies
Capital Budget
Cash Flow Statement
Common Stock
Cost of Capital
Cost of Debt
Cost of Equity
Coupon Rate
Current Yield
Debenture Bond
Dividend
Bond Rating
Financial Budget
Financial Leverage
Financial Ratios
Income Statement
Internal Rate of Return (IRR)
Investment Banker
Mortgage Bond
Net Present Value (NPR)
Operating Budget
Operating Income
Payback Method
Preferred Stock

Primary Market
Ratio Analysis
Secondary Market
Trend Analysis
Weighted Average Cost of Capital (WACC)

Suggested Learning Experiences

Competency 1: Describe the financial management tools used for financial analysis and decision making.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss the analysis of a company's financial situation using its financial statements.	a. Discuss how the balance sheet, income statement, cash flow statement are used to analyze a company's financial situation. Divide students into three groups. Assign each group one of the financial statements. Have students use the Internet and other classroom resources to research their statement and prepare a 5 minute lesson to teach other students about their statement. Students should prepare at least 3 slides for their presentation and a 2 question quiz to give to the class at the end of their presentation.	a. Presentation Rubric
b. Discuss the use of financial ratios in business finance.	b. Discuss how financial ratios are used to compare a company's performance with other companies and industry norms and how benchmarks are established. Have students complete the *Categories of Financial Ratios* activity in Appendix A	b. Project Rubric
c. Determine business liquidity.		
d. Calculate asset management ratios'		
e. Calculate corporate debt ratios.		
f. Calculate business profitability.		
g. Calculate market ratios.		
h. Discuss the use of benchmarks when analyzing ratios.		

Competency 2: Understand the concept of financial budgets.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain the purpose of financial budgets.	a. Explain how each type of financial budget is used in financial planning and the process for preparing financial budgets. Ask students to debate whether it's better to have an inaccurate budget or no budget at all. Have students outline the steps in budget preparation in their notes and write a description of each step to help them remember.	a. Teacher observation of student participation in Discussions and activities.
b. Recognize the types of financial budgets.		
c. Understand the process for developing a financial budget.		

Competency 3: Understand the capital budgeting process.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the steps in the capital budgeting process	a. Explain that capital budgeting is a method for choosing capital projects such as equipment and buildings. Describe various activities involved in each step of the capital budgeting process Ask students to name some business goals that might be achieved using capital projects.	a. Teacher observation of student participation in Discussions and activities.
b. Understand the importance of cash flows in the capital budgeting process.	b. Explain that cash flows are a forecast of income (inflows) and expense items (outflows) for a project and serve as the basis for analyzing the project. Have students discuss the effects of overestimating income or expenses for the project.	
c. Explain factors that affect the cost of capital.	c. Explain how debt and risk determine cost of capital. Ask students to identify current events that could be potential risks to a capital project.	

Competency 4: Conduct cash flow analysis to select an acceptable capital expenditure.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the tools used to analyze capital projects.	a. Explain how the payback method, net present value (NPR), and internal rate of return (IRR) influence long-term capital project expenditures.	a. Project Rubric
b. Understand the purpose of the payback method	Demonstrate how to calculate each method.	
c. Calculate the payback period.	Discuss the advantages and disadvantages of each method.	
d. Discuss the use of net present value (NPV).		
e. Explain the relationship between the internal rate of return and net present value.	Have complete *Capital Project Analysis Exercise* in Appendix A.	
f. Calculate the net present value (NPV).		
g. Calculate the internal rate of return (IRR).)		

Competency 5: Understand why various types of debt are necessary for most businesses.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss ways to determine the best	a. Explain the difference between short-term and long-term business activities and the financing options for	a. Teacher observation of student participation in

financing option for a company.	each. Ask students to create situations for short-term and long-term financing options.	discussions and activities.
b. Discuss debt financing and the issuance of corporate bonds.	b. Describe the main types of corporate bonds and the issuing of bonds to finance long-term debt.	
c. Discuss the cost of long-term debt.	Explain the cost of long-term debt (market value) and how the cost of long-term debt is determined.	
d. Determine the cost of long-term debt.	Ask students to name factors that could result in the value of a bond being different for companies.	
e. Discuss equity financing the issuance of stock from a corporation.	e. Describe the types of capital stock sold by corporations and explain the process for issuing stock. Explain the main differences between common and preferred stock.	
f. Understand the difference between common and preferred stock.		
g. Discuss bankruptcy as it applies to corporations.	g. Discuss what happens when a public company files for protection under the federal bankruptcy laws. Explain the difference between Chapter 11 and Chapter 7 and how filing bankruptcy impacts stocks and bonds. A good source for information on corporate bankruptcy is the Securities and Exchange Commission (SEC) web site: http://www.sec.gov/investor/pubs/bankrupt.htm Have students search the SEC's EDGAR database for recent company filings and discuss what they learned. http://www.sec.gov/edgar.shtml http://www.sec.gov/investor/pubs/bankrupt.htm	

Performance Task

Financial Analysis Using Business Ratios

Your company is thinking about expanding their operation. Before they move forward with the expansion they need to assess the financial health of the company. The chief financial officer (CFO) of your company has asked you to conduct a financial analysis to determine if your company's performance is at par or better than other companies in your industry. Using business or financial ratios, assesses your firm's strengths and weaknesses compared to a peer industry and prepare a report for your CFO.

You will be evaluated on the organization, quality of information, grammar and spelling, vocabulary, neatness, and timeliness of your report.

Attachments for Performance Task

Business Ratios in Appendix A

Report Rubric in Appendix A

Unit Resources

Books:

Dlabey, L and Burrow, J (2008). Business Finance, Fourth Edition. Mason, OH: Thompson Higher Education.

Web sites:

CreditGuru.com http://www.creditguru.com/financial.htm

Security and Exchange Commission

> Investor Information http://www.sec.gov/investor/pubs/bankrupt.htm
> EDGAR Database http://www.sec.gov/edgar.shtml

Unit 3: Risk Management

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the concept of chance or probability
- Understand that uncontrollable risks cannot be influenced by human action but losses can be reduced through planning and preparation

Essential Questions

- What is the relationship between risk and opportunity?
- How can planning and preparation reduce losses caused by uncontrollable risks?

Vocabulary

Identify and review the unit vocabulary.

Risk
Economic Risk
Pure Risk
Speculative Risk
Natural Risk
Human Risk
Controllable Risk
Uncontrollable Risk
Risk Management
Liability

Suggested Learning Experiences

Competency 1: Understand how risk management protects a company's well-being		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss the relationship between risk management and business finance.	a. Define risks and the type of risks faced by individuals and businesses and the primary methods for managing risk. Ask students to explain their understanding of the concept of chance or probability.	a. Teacher observation of student participation in discussions and activities.
b. Understand the meaning of risk		
c. Identify the types of risks faced by businesses		
d. Explain the nature of interest rate risk		
e. Explain approaches to financial risk management		

Performance Task

Understanding Types of Risks

In this unit you learned how businesses use risk management to reduce losses. As an individual, you can also practice risk management to help you reach your goals. Define your personal goals for three of the following goal categories:

Career
Financial
Educational
Health and Fitness
Leisure Time
Community Involvement
Develop a plan that includes deadlines, why these goals are important to you, the potential risks that you may face from the four types of risk (natural, human, controllable, and uncontrollable) and what you can do to avoid or reduce their potential negative impact on your goals.

Using presentation software, prepare a 10 minute presentation that you will use to present your plan to the class.

You will be evaluated based on the achievability and specificity of your goals, the level of your awareness of rewards and risks associated with your goals, and whether or not your plan for achieving your goals is realistic.

Attachments for Performance Task

Goal Setting Guidelines in Appendix A

Goal Setting Evaluation Rubric in Appendix A

Goal Setting Worksheet in Appendix A

Unit Resources

Books:

Dlabey, L and Burrow, J (2008). Business Finance, Fourth Edition. Mason, OH: Thompson Higher Education.

Goodcharector.com

Web sites:

Goodcharactor.com http://www.goodcharacter.com/index.html

Unit 4: Banking and Finance

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand that the American Banking System contributes to the stability of our economy.
- Understand the relationship between ethics and compliance.

Essential Questions

- Why is it important for the American Banking System to remain stable for our economy?
- What is the difference between compliance based and integrity based ethics codes?

Vocabulary

Identify and review the unit vocabulary.

Automatic Teller Machines (ATM)
Capital Markets
Commercial Lending
Debit Cards
Federal Reserve System
Lock Box
Money Markets
Open Market Operations
Safe-deposit Box

Suggested Learning Experiences

Competency 1: Explain the fundamentals of bank functions and operations.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe the three major functions of the commercial bank (deposit, credit, and payments) and know the essential interrelationship of the three.	a. Explain the meaning of commercial banking in comparison to personal banking. Give the class an overview of the three major functions of the commercial bank and how they interrelate. Have students write a brief summary of their findings on the information available from the Small Business Association http://www.sba.gov/ to assist companies.	a. Report Rubric
b. Describe the bank's relationship to the community and its dual desire to make a profit and provide valuable services to the community.	b. Explain that a bank is a business that sells services such as savings accounts, loans, and investments. Discuss why banks are regulated more strictly than most other businesses. Have students create a timeline showing how banking has evolved over the past hundred years.	b. Project Rubric
c. Explain the relationship among banks, the Federal Reserve System, the state banking departments, and the Comptroller of the Currency and other regulatory bodies having to do with financial institutions.	c. Point out economic conditions that resulted in the creation of the Federal Reserve System. Present an overview of the Federal Reserve Systems and the relationship between district reserve banks and member banks of the Federal Reserve System. Have students locate a map showing the locations of the Federal Reserve Banks in the U. S. http://www.federalreserve.gov/otherfrb.htm and ask them to describe how they are distributed across the country. Ask students to create a diagram to communicate the Federal Reserve actions to influence the money supply.	c. Teacher observation of student participation in discussions and activities. Project Rubric

Competency 2: Understand government regulations pertaining to the finance industry to protect the financial services well-being.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain federal legislation impacting the finance industry (e.g., Gramm–Leach–Blilley Act, Sarbanes–Oxley Act,	a. Discuss events that led government to pass legislation to regulate the finance industry. Ask students to discuss the importance of consumers having confidence in corporate finance and accounting	a. Teacher observation of student participation in discussions and activities.

	practices.	
Uniform Commercial Code, etc.).		
b. Discuss the impact of the U.S. Securities and Exchange Commission (SEC) Division of Corporation Finance on business finance.	b. Discuss the role the SEC plays in corporate finance. Have students explore the Frequently Requested Materials section of the SEC web site. http://www.sec.gov/divisions/corpfin.shtml and discuss their findings.	b. Teacher observation of student participation in discussions and activities.

Competency 3: Acquire a foundational knowledge of finance and compliance to understand its nature and scope.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the nature and scope of compliance in the finance industry.	a. Explain business's responsibility to know, comply with, and enforce laws and regulations that affect financial business operations and transactions.	a. Teacher observation of student participation in discussions and activities.
b. Explain the role of ethics in banking compliance.	Ask students to discuss the difference between compliance based and integrity based ethics codes?	
c. Discuss trends in the current financial environment (i.e., consolidation, regulatory burden, role of technology, and globalization).)	c. Explain how various factors have influenced changes in the competitive environment of financial institutions. Using the Cause and Effect diagram in Appendix A, have students to show the effects of globalization and technology on banking and the causes of consolidation and regulatory burden.	
d. Discuss the use of technology in compliance (e.g., Electronic Transfer System).)		

Competency 4: Understand financial markets to recognize their importance in business.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the role of financial institutions.	a. Discuss purpose and general structure of financial markets and the major types of financial markets.	a. Teacher observation of student participation in discussions and activities.
b. Explain types of financial markets (i.e., money markets and securities market).	Ask students to explain why people are willing to borrow money instead of waiting to earn the money they need.	

Performance Task

Corporate Ethics--An Oxymoron?

You have been given the task of writing an effective code of ethics for your organization. First you are going to research a brief history of American business; investigate several major business scandals and document

commonalities and differences among them. When you complete your research, write a set of ethical guidelines or code of ethics that might serve to prevent at least some future breaches of business ethics.

You will be evaluated based on your ability to articulate the values and beliefs that your code of ethics is aiming to uphold and your understanding of the purpose and application of a code of ethics.

Attachments for Performance Task

Corporate Ethics--An Oxymoron? In Appendix A.
Code of Ethics Rubric in Appendix A

Unit Resources

Books:

Dlabey, L and Burrow, J (2008). Business Finance, Fourth Edition. Mason, OH: Thompson Higher Education.

Web sites:

Advameg, Inc. (2011). *Timeline of American Business*. Retrieved December 9, 2011, from Reference for Business: http://www.referenceforbusiness.com/businesses/A-F/Timeline-of-American-Business.html#b

Corporate Ethics. (2011). *Company Search*. Retrieved December 2011, from Corp-Ethics: http://www.corp-ethics.com/company_search.php

Davies, R. (2011, September 19). *Classic Financial and Corporate Scandals*. Retrieved December 9, 2011, from University of Exeter: http://projects.exeter.ac.uk/RDavies/arian/scandals/classic.html

International Federation of Accountants. (2010, April). *2010 Handbook of the Code of Ethics for Professional Accountants.* Retrieved December 9, 2011, from International Federation of Accountants: http://www.ifac.org/sites/default/files/publications/files/2010-handbook-of-the-code-o.pdf

Keith, T. (2009, December 31). *Decade In Review: Corporate Scoundrels And Scandals.* Retrieved December 9, 2011, from NPR: http://www.npr.org/templates/story/story.php?storyId=122083807

Lehrer, J. (2002). *Corporate Ethics*. Retrieved December 9, 2011, from PBS: http://www.pbs.org/newshour/bb/business/ethics/

Maxfield, M. (2009). *Corporate Ethics--An Oxymoron?* Retrieved October 25, 2011, from National First Ladies' Library: http://www.firstladies.org/curriculum/curriculum.aspx?Curriculum=1850

Poyzner, M. (2011). *USA, Business Timeline* . Retrieved December 9, 2011, from World News Atlas: http://www.mapreport.com/subtopics/b/countries/usa.html

The Annenberg Foundation. (2011). *U. S. Economic Timeline*. Retrieved December 9, 2011, from Economics U$A: 21st Century Edition: http://www.learner.org/series/econusa/interactivelabs/economic-timeline/

U.S. Small Business Administration. (2011). *Home*. Retrieved October 25, 2011, from U. S. Small Business Administration: http://www.sba.gov/

Unit 5:International Finance

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand how foreign exchange rates affect companies engaged in international business

- Be able to identify risks associated with international trade

Essential Questions

- Why does the value of currency vary from country to country?

- What financial risks are associated with international business?

Vocabulary

Identify and review the unit vocabulary.

Currency Option
Exchange Controls
Exchange Rate
Floating Exchange Rate
Foreign Exchange
Foreign Exchange Market
Hard Currency
Interest Rate
International Monetary Fund (IMF)
Micro Country Risks
Soft Currency
World Bank

Suggested Learning Experiences

Competency 1: Explain the Role, Importance, and Concepts of International Finance and Risk Management.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain the role of money and currency systems in international business.	a. Discuss the three main purposes that money serves. Have students complete the activity Identifying the Function of Money in Appendix A	a. Project Rubric
b. Explain factors that affect the value of currency.	b. Discuss factors that affect the value of currency. Have students complete the activity Analyzing Factors Affecting Foreign Exchange in Appendix A	
c. Identify risks associated with international trade.	c. Have students complete the activity Analyzing International Business Risks	

Performance Task

Assessing the Risk of Foreign Investment

Your company is trying to determine if it is cost effective for them to purchase materials from some foreign suppliers. As the financial analyst, you have been asked to research the economic, political, and social risks associated with doing business in each country and submit a report to the CFO. Use the following guidelines to create your report:

1. Select three countries to research.

2. Use spreadsheet software for the data tables and charts that you'll use to back up your findings.
3. Use word processing software to write the report (be sure to incorporate the charts and data tables you created in your spreadsheet and to cite sources).
4. Your report should have an Economic, Political, and Social section for each country and a Summary section with your recommendations.

5. The following web sites are good sources of information for your research:
   a. The International Monetary Fund web site http://www.imf.org

   b. xe.com Universal Currency Converter http://www.xe.com/ict/

   c. The World Trade Organization http://www.wto.org/

You will be evaluated on the organization, quality of information, grammar and spelling, vocabulary, neatness, and timeliness of your report.

Attachments for Performance Task

Report Rubric in Appendix A.

Unit Resources

Books:

Dlabey, L and Scott, J (2008). International Business, Fourth Edition. Mason, OH: South-Western

Cengage Learning.

Web sites:

Aneki – country records and ratings http://www.aneki.com/

California Subject Examination for Teachers. (2005). Business Subject Matter Requirements Part I:

Content Domains for Subject Matter Understanding and Skill in Business

http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. Business and Finance Technology Education Frameworks 2009

International Business http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804

EconEdLink, How Global is Your Portfolio - This engaging lesson challenges students to connect

economics and geography as they investigate global companies in the stock market

http://www.econedlink.org/lessons/index.php?lid=918&type=educator.

Global Edge http://globaledge.msu.edu/ - Created by the International Business Center at Michigan

State University (IBC), globalEDGE™ is an international business web-portal with a wealth of

information, insights, and learning resources on global business activities.

Kwintessential. http://www.kwintessential.co.uk/resources/country-profiles.html

Mississippi World Trade Center http://www.mswtc.org/

National Business Education Association Curriculum Forum

http://nbea.org/newsite/curriculum/index.html

United Nations Millennium Development Goals Indicators http://unstats.un.org/unsd/mdg/Data.aspx

World Bank. http://www.worldbank.org/

Appendix A: Activities and Rubrics

Accounting Concepts: M & M Closing Entries

Objective:

This lesson is a way to teach students the abstract concept of Closing Entries in a more concrete format. Perform the closing entries while simultaneously working with T-accounts on the board.

Supplies Needed:

- 10 clear cups
- 1 pound bag of M & M's

Preliminary Work:

Prior to the lesson, label the cups and fill with M & M's as follows:

Label	Number of M & M's	Color of M & M's
Sales Credit	154	Brown
Rent Expense Debit	34	Green
Misc. Expense Debit	30	Blue
Utilities Expense Debit	40	Orange
Income Summary Debit	Empty	
Income Summary Credit	50	Red
D.S. Capital Debit	Empty	
D.S. Capital Credit	132	Yellow
D.S. Drawing Debit	32	Blue

Procedure:

Follow the Closing Entry process and illustrate as follows--

Close Sales to Income Summary

- Transfer the M&M's from the Sales Credit cup to the Income Summary Credit cup
- Show the students the empty Sales Credit cup which is now closed

Close each Expense account to Income Summary

- Transfer the M&M's from each of the Expense Debit cups to the Income Summary Debit cup
- Show the students each of the empty Expense Debit cups which are now closed

Close Income Summary to Capital

- Explain that the difference between the Income Summary Credit cup and the Income Summary Debit cup is the Net Income which has a credit balance
- Put the two Income Summary cups out of sight and bring out the Income Summary Credit cup containing the Net Income
- Transfer the M&M's from the Income Summary Credit cup to the D.S., Capital Credit cup on top of the M&M's already in the cup
- Show students the empty Income Summary Credit cup which is now closed

Close Drawing to Capital

- Transfer the M&M's from the D.S., Drawing Debit cup to the D.S., Capital Debit cup
- Show the students the empty D.S., Debit cup which is now closed

New Capital

- Explain that all accounts are closed except for D.S. Capital which is now equal to New Capital (Beginning Capital + Net Income - Drawing)

This activity was presented by Dana Simpson West of Northwest High School at MBEA Conference Summer 2000

Accounting Simulation Rubric

	Unsatisfactory	Partially Proficient	Proficient	Advanced	Percent (%) Score
Journalizing Business Transactions 25 points	Shows little to no understanding of the principles of journalizing accurately in the appropriate journal. (10 points)	Shows a basic understanding of the principles of journalizing accurately in the appropriate journal. (15 points)	Shows a good understanding of the principles of journalizing accurately in the appropriate journal. (20 points)	Shows a well-developed understanding of the principles of journalizing accurately in the appropriate journal. (25 points)	
Posting 15 points	Shows little to no understanding of the principles of posting. (6 points)	Shows a basic understanding of the principles of posting. (9 points)	Shows a good understanding of the principles of posting. (12 points)	Shows a well-developed understanding of the principles of posting. (15 points)	
Worksheet 10 points	There is no worksheet. (0 points)	The entire worksheet is not completed. (6 points)	The entire worksheet is correctly prepared, with no more than two major errors. (8 points)	The entire worksheet is correctly prepared with no major errors. (10 points)	
Financial Statements 15 points	No financial statements are included. (0 points)	Some of the Financial Statements are included. More than two errors on those presented. (9 points)	All of the Financial Statements are included with no more than two major errors on the complete set. (12 points)	All of the financial statements are presented with no major errors. (15 points)	
Adjusting/Closing Entries 10 points	There are no adjusting and closing entries. (0 points)	Only adjusting entries are completed. (6 points)	Adjusting and closing entries are completed with no more than two errors. (8 points)	Adjusting and closing entries are completed with no errors. (10 points)	
Post-Closing Trial Balance 5 points	The post-closing trial balance has not been completed. (0 points)	The post-closing trial balance is complete, but does not balance correctly. (2 points)	The post-closing trial balance is correct, with no major errors. (4 points)	The post-closing trial balance is correct, with no errors. (5 points)	
				Average Score →	

Analyzing Factors Affecting Foreign Exchange

For each of the following international activities, indicate whether the value of the country's currency would increase or decrease by putting a check mark in the appropriate column. If you cannot determine the effect the activity would have on the currency, put a check mark in the last column.

	Increase	Decrease	Unable to Determine
A nation imports more than it exports.			
Interest rates in a country rise.			
A new president is elected in a country.			
A nation's inflation rate drops.			
The exports for a country increase as a result of technology.			
The military seizes control of the government and takes over major industries.			
New tourist attractions and international publicity increase international tourism by over one million people.			

Analyzing International Business Risks

Directions: For each of the following situations, place a check mark in the appropriate column to identify whether the situation is an example of a political risk, social risk, or economic risk.

	Political Risk	Social Risk	Economic Risk
Changes in consumer spending in a nation due to reduced employment opportunities			
New business regulations that require all food packages to list the potential dangers of ingredients			
Religious beliefs in a country that do not allow people to eat certain foods			
A trade deficit of a nation that reduces the value of its currency			
Traditions in a country that encourage family members to work for the family business			
Frequent changes in the government ruling party in a nation			
Import taxes that discourage buying foreign-made goods			
Changes in the buying power of a nation's currency			

Business Ratios

Financial analysis using business or financial ratios and norms provides a means of assessing a firm's strengths and weaknesses. Using data from the balance sheet and income statement, you will calculate and compare various ratios to a peer industry.

To perform ratio analysis:

1. Decide what type of industry you want ABC Company to be (use an industry type from the *Industry Ratios* table).

2. Use ABC Company's balance sheet and income statement and calculate the following ratios:

   a. Ratio
   b. Current Ratio
   c. Quick Ratio
   d. Debt Ratio (Debt to Equity)
   e. Inventory Turnover (Sales to Inventory)
   f. Accounts Receivable Turnover (using total sales)
   g. Profit Margin on Sales

Industry	Current Ratio	Quick Ratio	Debt to Equity	Sales to Inventory	Accounts Receivable Turnover	Profit Margin %
ABC Company						
Peer Industry						

3. Compare the ABC Company's financial performance to the industry in the *Industry Ratio* table and determine a benchmark for your company.
4. List individual companies within your industry that could be compared to ABC Company.

ABC Company
Balance Sheet
For the year ending December 31, 20xx

Assets	$$	%
Current Assets		
Cash	12,000	6.6%
Marketable Securities	10,000	5.5%
Accounts Receivable (net of uncollectible accounts)	17,000	9.4%
Inventory	22,000	12.2%
Prepaid Expense	4,000	2.2%
Total Current Assets	65,000	35.9%
Fixed Assets		
Building and Equipment	105,000	58.3%
Less Depreciation	30,000	16.6%
Net Buildings and Equipment	75,000	41.6%
Land	40,000	22.2%
Total Fixed Assets	115,000	63.8%
Total Assets	180,000	100.0%
Liabilities		
Current Liabilities		
Wages Payable	3,000	1.6%
Accounts Payable	25,000	13.8%
Taxes Payable	12,000	6.6%
Total Current Liabilities	40,000	22.2%
Long-Term Liabilities		
Mortgage Payable	70,000	38.8%
Note Payable	15,000	8.3%
Deferred Taxes	15,000	8.3%
Total Long-Term Liabilities	100,000	55.5%
Total Liabilities	140,000	77.7%
Owner's Equity	40,000	22.2%
Total Liabilities and Owner's Equity	180,000	100.0%

ABC Company
Income Statement

	$$	%
Sales	$ 200,000	100%
Cost of goods sold	130,000	65%
Gross Profit	70,000	35%
Operating expenses		
Selling expenses	22,000	11%
General expenses	10,000	5%
Administrative expenses	4,000	2%
Total operating expenses	36,000	18%
Operating income	34,000	17%
Other income	2,500	1%
Interest expense	500	0%
Income before taxes	36,000	18%
Income taxes	1,800	1%
Net profit	34,200	17%

Industry Ratios

Industry	Current Ratio	Quick Ratio	Debt to Equity	Sales to Inventory	Accounts Receivable Turnover	Profit Margin %
Agriculture	1.31	0.39	1.33	2.52	19.00	2.58
Mining	1.19	0.77	0.48	0.00	52.00	0.00
Construction	1.44	0.98	1.31	4.74	43.00	1.74
Manufacturing						
Leather/Textile/App	1.50	0.62	1.48	6.05	34.00	1.64
Chem. Petrol. Metal	1.54	0.75	1.33	6.94	48.00	2.23
Wood Related Prod	1.43	0.62	1.41	6.46	33.00	2.16
Mach-trans equipment	1.54	0.74	1.34	5.89	51.00	2.38
Trans-Communication	1.03	0.70	1.64	0.00	34.00	1.84
Wholesale						
Non-Durable	1.53	0.66	1.70	4.63	39.00	1.40
Durable	1.42	0.69	1.60	7.36	31.00	1.11
Retail						
Hardware	1.68	0.43	1.30	4.20	22.00	1.11
Gen. Merchandise	2.14	0.15	0.59	3.81	4.00	0.16
Automobiles	1.23	0.19	2.61	4.75	9.00	0.84
Apparel	1.90	0.14	0.91	2.96	2.00	1.35
Furniture	1.61	0.38	1.33	4.03	16.00	0.92
Restaurants	0.73	0.18	1.24	35.65	1.00	0.43
Financial Services	1.18	0.34	0.72	0.00	1.00	1.29
Business Services	1.36	0.84	1.11	0.00	42.00	1.75
Service Industry	1.29	0.68	0.75	3.04	15.00	0.77

Capital Project Analysis Exercise

Complete the following exercise using an electronic spreadsheet program such Microsoft Excel®.

Investment - $150,000
Annual Cash Inflows - $40,000
Cost of Capital - 10%
Life - 10 years

Calculate:
Net Present Value
Internal Rate of Return
Payback Period

Electronic Career Portfolio Guidelines

An electronic career portfolio is a purposeful collection of work that tells the story of an applicant including achievements, growth, vision, reflection, skills, experience, education, training, and career goals. It is a tool that gives employers a complete picture of who you are—your experience, your education, your accomplishments—and what you have the potential to become—much more than just a letter of application and resume can provide.

Overview

The portfolio should display samples of your work, achievements, and accomplishments you would refer to in an interview. Electronic portfolios use interactive multimedia to increase the range and type of materials that can be included as evidence of learning.

Guidelines

- Student members, not advisers, must prepare portfolios.
- The portfolio should have no more than 30 pages (i.e., slides, links, and text files).
- All information should reflect the student's accomplishments and experiences. No fictitious information should be presented.
- Navigation through portfolio should be easy and consistent in appearance and format.
- The portfolio must include: table of contents, a resume, and career summary. The career summary page should include career choice, description of career, education required, and future job outlook (e.g., monetary, advancement).
- Sample materials also must be included in the portfolio.

    Samples must include, but are not limited to, the following:

    Career-Related Education:

    Describe career-related education that enhances employability. Include a summary of school activities, career research projects, application of business education, and/or related occupational skills and their relationship to job.

    Educational Enhancement:

    Describe educational opportunities that enhance employability. Include career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, community service projects, and products developed during these experiences.

    Examples of Special Skills:

    Include up to five examples of special skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included.

    Additional sample materials may include: awards and honors, certifications, community and volunteer activities, conferences or workshops, examples of projects or presentations, letters of recognition and recommendation, list of accomplishments, leadership development activities,

recognitions, self-assessments, evidence of specific skills, a page from a Web site created, writing samples, and so forth.

Electronic Career Portfolio Rubric

Name _____ Date _____

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Content					
Resume	0	1 – 3	4 – 7	8 – 10	
Career summary: • Career description • Skills and education needed for the career • Money/salary and outlook for the career	0	1 – 5	6 – 10	11 – 15	
Evidence of research in career summary; sources of information cited in proper copyright format	0	1 – 2	3 – 4	5	
Samples					
Career-Related Education • Describes career-related education that enhances employability. Includes a summary of school activities; career research projects, application of Business Education and/or related occupational skills and their relationship to job.	0	1 – 5	6 – 10	11 – 15	
Educational Enhancement • Describes educational enhancement opportunities that enhance employability. Includes career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, or community service projects, and products developed during these experiences.	0	1 – 5	6 – 10	11 – 15	
Examples of Special Skills • Includes up to five examples of special skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included in the portfolio.	0	1 – 5	6 – 10	11 – 15	
Delivery					
Thoughts and statements are well-organized and clearly stated; appropriate business language used	0	1 – 3	4 – 7	8 – 10	

	0	1 – 3	4 – 7	8 – 10	
Demonstrates self-confidence, poise, and good voice projection	0	1 – 3	4 – 7	8 – 10	
Demonstrates the ability to effectively answer questions	0	1 – 2	3 – 4	5	
				Total Points	

Cash Flow Statement Example

	A	B	C	D	E
1			**[Company Name]**		
2			**Cash Flow Statement**		
3					
4			For the Year Ending	12/31/2008	
5			Cash at Beginning of Year	15,700	
6					
7			**Operations**		
8			Cash receipts from customers	693,200	
9			Cash paid for		
10			Inventory purchases	(264,000)	
11			General operating and administrative expenses	(112,000)	
12			Wage expenses	(123,000)	
13			Interest	(13,500)	
14			Income taxes	(32,800)	
15			**Net Cash Flow from Operations**	**147,900**	
16					
17			**Investing Activities**		
18			Cash receipts from		
19			Sale of property and equipment	33,600	
20			Collection of principal on loans		
21			Sale of investment securities		
22			Cash paid for		
23			Purchase of property and equipment	(75,000)	
24			Making loans to other entities		
25			Purchase of investment securities		
26			**Net Cash Flow from Investing Activities**	**(41,400)**	
27					
28			**Financing Activities**		
29			Cash receipts from		
30			Issuance of stock		
31			Borrowing		
32			Cash paid for		
33			Repurchase of stock (treasury stock)		
34			Repayment of loans	(34,000)	
35			Dividends	(53,000)	
36			**Net Cash Flow from Financing Activities**	**(87,000)**	
37					
38			**Net Increase in Cash**	**19,500**	
39					
40			Cash at End of Year	35,200	
41		© 2008 Vertex42 LLC	Templates by Vertex42.com		

Cause and Effect

Cause → **Effect**

Cause → **Effect**

Cause → **Effect**

Code of Ethics Rubric

	Does Not Meet Expectations 0	Meets Expectations 1	Exceeds Expectations 2	Score
Student can articulate the primary tenets of the profession's code of ethical conduct.				
Student is familiar with code(s) of ethics and standard(s) of professional practice within the discipline.				
Student can state the application of the code of ethics in the practice of the profession.				
Student's code of ethics addresses ethical concerns found in the research.				
			Total Score	

Corporate Ethics--An Oxymoron?

Skill: High School/College
Time Required: One Week

Introduction:

During the administration of George Bush, the nation has been (seemingly) plagued with a series of business scandals and failures that have cost Americans literally billions of dollars. This is not the first time such scandals have occurred, and it probably won't be the last. But it does raise the question of how these breaches of ethical behavior occur and what might be done to prevent more of them.

Objectives:

In this lesson, students will research a brief history of American business, investigate several major business scandals and document commonalities and differences among them. Having completed their research, students will be asked to write a set of ethical guidelines or code of ethics that might serve to prevent at least some future breaches of business ethics.

Materials Required:

Computer with Internet access, printer, paper, pen or pencil.

Procedures:

1. Using the websites provided, have all students read about the history of American business. This can be done online, or the article can be printed out and duplicated for each student.

2. With this information as background, students should be engaged in a discussion of what they know about recent business scandals. The teacher should correct any misperceptions, and then ask students, in small groups, to investigate the facts and commentary about several of the recent scandals, e.g., Enron, WorldCom, Martha Stewart, Adelphia, etc.

3. As they investigate, have students take notes on commonalities and differences among all them (titles of those involved, impact on others, consequences for those suspected, the story behind the scandal, etc.). These notes should be placed in a "Scandals" folder.

4. After researching the individual scandals, and discussing commonalities and differences among them—particularly with respect to the kinds of ethical lapses that were made—have each student write a Code of Ethics for American Business that might serve to prevent at least some similar business scandals in the future. The website, "Writing a Code of Ethics for Business" (below) provides many useful ideas for writing such a Code.

5. Once completed, collect the Codes from each group, and share them with the class. Engage students in a discussion of each one, and ask the class to vote on the one they think would be the most useful.

Extending the Lesson:

Invite an attorney or a local CEO to speak to your class on corporate ethics.

Sources & Resources:

Websites:

Definition of Oxymoron

History of U.S. Business - 19th and 20th Centuries

History of U.S. Business – 21st Century

U. S. Economic Timeline

Classic Financial and Corporate Scandals

Review of Business Scandals

More Business Scandals

Corporate Ethics

Corporate Ethics Watchdog

Writing a Code of Ethics for Business

Credits:

This lesson was developed by Marian Maxfield, Kent State University.

Goal Setting Evaluation Rubric

Student Name_____

Date_____

	Level One 2 - 4	Level Two 5 - 7	Level Three 8 - 10	Score
ACHIEVABILITY	Questions necessity and purpose of goal; unable to visualize achievability of goal; has little or no involvement in determining the goal	Visualizes goal; believes goal can be achieved; actively involved in determining goal	Demonstrates belief in the achievability of the goal in multifaceted ways; initiates the goal-setting process	
SPECIFICITY	Writes focused, measurable goals	Goals are written in a concise, focused, clear manner; provides a basic method to measure goals	Goals are written in a concise, focused, clear manner; goals relate specifically to the desired outcome; a detailed, realistic method has been developed to measure goals	
AWARENESS	Knows rewards and potential problems and is willing to work toward goal with assistance	Recognizes rewards of goal achievement; recognized potential risks; maintains willingness to continue working toward goal	Identifies and understand rewards to self and/or others, addresses potential risks before they occur; demonstrates an intrinsic desire for successfully accomplishing goal	
REALIZATION	Plans and/or manages deadlines with assistance	Sets realistic deadlines; steps taken toward deadline are manageable	Sets benchmarks for deadlines as well as goal attainment; steps taken toward meeting deadlines; evaluates how realistic and manageable the deadlines are	
			Total Score /12	

GOAL SETTING GUIDELINES

1. Define the goal.*
2. Outline the steps needed to achieve it.
3. Consider potential risks
4. Identify the type of risk (natural, human, controllable, and uncontrollable) and ways of dealing with them.
5. Set deadlines.

*Not every wish can be a goal. For instance, you may wish you could live and stay young forever, but since there's nothing you can do to make that happen, it could never be considered a goal.
In order for something to be a goal:
- It has to be important to you, personally.
- It has to be within your power to make it happen through your own actions.
- It has to be something you have a reasonable chance of achieving.
- It must be clearly defined and have a specific plan of action.

Goal Setting Worksheet

My three goals are:

    1. _____

    2. _____

    3. _____

These goals are important to me because:

_____

_____

_____

My to-do list to reach my goals:

_____

_____

_____

The consequences of achieving my goals are:

_____

_____

_____

The consequences of not achieving my goals are:

_____

_____

_____

What potential risks could keep me from achieving my goals?

_____

_____

_____

How will I prepare for potential risks?

_____

_____

_____

Who will support and help me to achieve my goals and how?

_____

_____

_____

Identifying Functions of Money

Directions: For each of the following activities, decide whether the situation is an example of money as a medium of exchange, a measure of value, or a store of value. Place a check mark in the appropriate column to indicate your answer.

	Medium of Exchange	Measure of Value	Store of Value
The exchange rate for U.S. dollars to Canadian dollars 1.21.			
A company in Europe must pay for imported goods with Mexican pesos.			
A student is saving £50 a month to help pay for college expenses.			
A multinational company receives payment for the sale of goods and converts the funds into the currency of its home country.			
Food for a week for a family of four in France costs Fr230 in one city and Fr267 in another city.			
An engineer makes a higher salary than an administrative assistant at the same company.			
A shopper goes to three stores to compare prices on computer printers.			
A pair of a certain brand of jeans costs three times as much in a country where this kind of clothing is very scarce.			

Presentation Rubric

Student Name_____

Date_____

	Exemplary 4 points	**Accomplished 3 points**	**Developing 2 points**	**Beginning 1 point**	**Score Obtained**
Content	Addressed all assignment components	Addressed all but one assignment component	Omitted two assignment components	Omitted more than two assignment components	
Detail	Fully addressed all assignment components	Fully addressed most assignment components	Partially addressed most assignment components	Partially addressed few assignment components	
Accuracy	No grammatical, typographical, spelling, or punctuation errors	1–2 grammatical, typographical, spelling, or punctuation errors	3–5 grammatical, typographical, spelling, or punctuation errors	More than 5 grammatical, typographical, spelling, or punctuation errors	
Clarity	Logical, orderly sequence	Somewhat logical sequence	Confusing sequence	No evidence of order/sequence	
Design	Excellent design selection and usage	Adequate design selection or 1–2 design errors	Inadequate design selection or 3–5 design errors	Poor design selection or more than 5 design errors	
Appeal	Very appealing; excellent use of animation, transitions, sound, etc.	Somewhat appealing; adequate use of animation, transitions, sound, etc.	Not very appealing; limited use of animation, transitions, sound, etc.	Not appealing; very limited or no use of animation, transitions, sound, etc.	
				Score	

Teacher Comments:

Report Rubric

Student Name_____

Date_____

	EXEMPLARY (4)	ACCOMPLISHED (3)	DEVELOPING (2)	BEGINNING (1)	SCORE
Topic	Directly relevant	Somewhat relevant	Remotely related	Totally unrelated	
Organization	Good organization; events are logically ordered; sharp sense of beginning and end	Organized; events are somewhat jumpy	Some organization; events jump around; start and end are unclear	Not organized; events make no sense	
Quality of Information	Supporting details specific to subject	Some details are non-supporting to the subject.	Details are somewhat unclear.	Unable to find specific details	
Grammar and Spelling	All grammar and spelling are correct.	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Interest Level	Vocabulary is varied; supporting details are vivid.	Vocabulary is varied; supporting details need work.	Vocabulary is constant; details lack "color."	Needs descriptive words	
Neatness	Word processed or typed; clean and neatly bound in a report cover; illustrations provided	Legible writing; well-formed characters; clean and neatly bound in a report cover; illustrations provided	Legible writing; some ill-formed letters; print too small or too large; papers stapled together	Illegible writing; loose pages	
Timeliness	Report handed in on time	Up to 2 days late	Up to 1 week late	Report handed in more than 1 week late	
				Total	

Teacher Comments:

Social Accounting

The Body Shop has always campaigned for greater social awareness and its Web site reflects that campaign. Visit the *Our Values* section of their Web site and make a note of their values under each of the following headings:
 •Against animal testing
 •Support community trade
 •Activate self esteem
 •Defend human rights
 •Protect our planet

How do you think these issues might have an impact on the financial reports of The Body Shop?

Appendix B: Glossary

Unit 1

Corporate governance - the set of processes, customs, policies, laws, and institutions affecting the way a corporation (or company) is directed, administered or controlled.

Corporate Responsibility - duty and rational conduct expected of a corporation; accountability of a corporation to a code of ethics and to established laws

Ethics - moral principles that govern a person's or group's behavior.

Unit 2

Balance Sheet - summary of a company's financial status, including assets, liabilities, and equity

Basis Point – 1/100 of a percentage point, used chiefly in expressing differences of interest rates.

Benchmark Company – a competitor who has historically demonstrated outstanding financial performance.

Bond Rating - a grade given to bonds that indicates their credit quality.

Capital Budget - is the planning process used to determine whether an organization's long term investments such as new machinery, replacement machinery, new plants, new products, and research development projects are worth pursuing.

Cash Flow Statement – document that provides aggregate data regarding all cash inflows a company receives from both its ongoing operations and external investment sources, as well as all cash outflows that pay for business activities and investments during a given quarter.

Common Stock - Securities representing equity ownership in a corporation, providing voting rights, and entitling the holder to a share of the company's success through dividends and/or capital appreciation.

Cost of Capital - The opportunity cost of an investment; that is, the rate of return that a company would otherwise be able to earn at the same risk level as the investment that has been selected.

Cost of Debt - The effective rate that a company pays on its current debt

Cost of Equity - is the minimum rate of return a firm must offer owners to compensate for waiting for their returns, and for bearing risk.

Coupon Rate - is the annual interest rate of a bond.

Current Yield - in bonds, is the annual interest or dividend payments expressed as a percentage of the bond's current price. For bonds, where yield to maturity factors in the original purchase price, current yield is strictly a measure of the income stream.

Debenture Bond - is a corporate IOU that is not backed by the company's assets (unsecured) and is therefore somewhat riskier than a bond.

Dividend - is that portion of a corporations earnings which is paid to the stockholders.

Financial Budget - is focused on capital expenditures and on a business's budgeted cash position:

Financial Leverage - is the use of debt to increase the expected return on equity. Financial leverage is measured by the ratio of debt to debt plus equity.

Financial Ratios - is the result of dividing one financial statement item by another. Ratios help analysts interpret financial statements by focusing on specific relationships.

Income Statement - a summary of income and expenses

Internal Rate of Return (IRR) - is the discount rate that makes the project have a zero Net Present Value (NPV). IRR is an alternative method of evaluating investments without estimating the discount rate.

Investment Banker - is an underwriter who serves as a middleman between a corporation issuing new securities and the public.

Mortgage Bond - is a bond in which the issuer has granted the bondholders a lien against the pledged assets.

Net Present Value (NPR) - is a method used in evaluating investments, whereby the net present value of all cash outflows (such as the cost of the investment) and cash inflows (returns) is calculated using a given discount rate, usually REQUIRED RATE OF RETURN.

Operating Budget - focuses on the budgeted income statement and its supporting components and schedules.

Payback Method - in capital budgeting, is the length of time needed to recoup the cost of CAPITAL INVESTMENT.

Preferred Stock - usually, non-voting capital stock that pays dividends at a specified rate and has preference over common stock in the payment of dividends and the liquidation of assets.

Primary Market - is the first sale of a newly issued security.

Ratio Analysis - involves conversion of financial numbers for a firm into ratios. Ratio analysis allows comparison of one firm to another.

Secondary Market - is buyers and sellers willing to trade securities after their initial issuance.

Trend Analysis - is the analysis of changes over time through the use of analytical techniques, such as time series analysis, to discern trends.

Weighted Average Cost of Capital (WACC) - is an average representing the expected return on all of a company's securities.

Unit 3

Risk - is the measurable possibility of losing or not gaining value.

Economic Risk - The possibility that an economic downturn will negatively impact an investment.

Pure Risk - Any risk in which there is no possibility of gain, only the avoidance of loss.

Speculative Risk – the possibility of either financial loss or gain

Natural Risk – risk that arises from natural events or as a part of nature

Human Risk – risks that arise from the acts of individuals, groups, or organizations

Controllable Risk – risks that can be reduced or avoided by thoughtful actions

Uncontrollable Risk – risks that cannot be influenced by human action

Risk Management – the process of systematically identifying potential risks and making plans to reduce the impact of the risk on individuals and companies

Liability - money owed to creditors, vendors, etc.

Unit 4

Automatic Teller Machines (ATM) - An electronic banking outlet, which allows customers to complete basic transactions without the aid of a branch representative or teller.

Capital Markets - A division within a larger company that uses its expertise in financial markets to provide financial services to specific types of clients

Commercial Lending - A debt-based funding arrangement that a business can set up with a financial institution.

Debit Cards - An electronic card issued by a bank which allows bank clients access to their account to withdraw cash or pay for goods and services.

Federal Reserve System - The banks that carry out Fed operations, including controlling the money supply and regulating member banks.

Lock Box - A service provided by banks to companies for the receipt of payment from customers.

Money Markets - A savings account that offers the competitive rate of interest (real rate) in exchange for larger-than-normal deposits.

Open Market Operations - Rate of interest that is paid on any debt security that trades in the open market.

Safe-deposit Box - A box - usually located inside a bank - which is used to store valuables.

Unit 5

Currency Option: A contract giving the option holder the right to buy or sell an underlying currency at a specified price and on a specified date. The option writer (seller) holds the obligation to fulfill the other side of the contract

Exchange Controls: Government restrictions to regulate the amount and value of a nation's currency

Exchange Rate: The price of one currency in terms of another, i.e. the number of units of one currency that may be exchanged for one unit of another currency

Floating Exchange Rate: An exchange rate system in which currency values are allowed to fluctuate according to supply and demand forces in the market without direct interference by government authorities

Foreign Exchange: Currency of another country, or a financial instrument that facilitates payment from one currency to another

Foreign Exchange Markets: Networks of commercial banks, investment banks, and other financial institutions that convert, buy, and sell currencies in the global economy

Hard Currency: A monetary unit that is easily converted into other currencies

Interest Rate: The cost of using someone else's money

International Monetary Fund (IMF): An international organization designed to promote global economic stability and development. It compiles statistics on cross-border transactions and publishes a monthly summary of each country's balance of payments

Macro Country Risks: Country (or political) risks that affect all foreign firms in a host country

Micro Country Risks: Country risks that are specific to an industry, company, or project within a host country

Soft Currency: A currency which is not readily accepted in exchange for other currencies or convertible to gold

World Bank: An international organization created at Breton Woods in 1944 to help in the reconstruction and development of its member nations. Its goal is to improve the quality of life for people in the poorer regions of the world by promoting sustainable economic development. See also International Bank for Reconstruction and Development.

Unit 6

Bureau of Labor Statistics: the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics.

Responsibility Accounting: the collection, summarization, and reporting of financial information about various decision centers throughout an organization; can also be called profitability accounting or activity accounting.

Social Responsibility: an ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Stakeholders - a person, group, organization, or system who affects or can be affected by an organization's actions

Unit 7

Accounting - process of identifying, measuring, and reporting financial information of an entity

Accounting Equation - assets = liabilities + equity

Accounts Payable - money owed to creditors, vendors, etc.

Accounts Receivable - money owed to a business, i.e. credit sales

Asset - property with a cash value that is owned by a business or individual

Balance Sheet - summary of a company's financial status, including assets, liabilities, and equity

Bookkeeping - recording financial information

Chart of Accounts - a listing of a company's accounts and their corresponding numbers

Closing the Books/Year End Closing – the process of reversing the income and expense for a fiscal or calendar year and netting the amount into "retained earnings"

Credit - an account entry with a negative value for assets, and positive value for liabilities and equity.

Debit - an account entry with a positive value for assets, and negative value for liabilities and equity.

Depreciation - recognizing the decrease in the value of an asset due to age and use

Equity - money owed to the owner or owners of a company, also known as "owner's equity"

Financial Accounting - accounting focused on reporting an entity's activities to an external party; ie: shareholders

Financial Statement - a record containing the balance sheet and the income statement

Fixed Asset - long-term tangible property; building, land, computers, etc.

General Ledger - a record of all financial transactions within an entity

Income Statement - a summary of income and expenses

Inventory – merchandise purchased for resale at a profit

Inventory Valuation – the method to set the book value of unsold inventory: i.e. "LIFO," last in, first out; "FIFO," first in, first out; "average," an average cost over a given period, "last cost," the cost based on the last purchase; "standard," a "deemed" amount related to but not tied to a specific purchase, "serialized," based on a uniquely identifiable serial number or character of each inventory item

Invoice – the original billing from the seller to the buyer, outlining what was purchased and the terms of sale, payment, etc.

Journal - a record where transactions are recorded, also known as an "account"

Liability - money owed to creditors, vendors, etc.

Net Income - money remaining after all expenses and taxes have been paid

Payroll - a list of employees and their wages

Posting – the process of entering then permanently saving or "archiving" accounting data

Reconciliation – the process of matching one set of data to another; i.e. the bank statement to the check register, the accounts payable journal to the general ledger, etc.

Retained Earnings – the amount of net profit retained and not paid out to shareholders over the life of the business

Revenue - total income before expenses.

Shareholder Equity - the capital and retained earnings in an entity attributed to the shareholders

Statement of Accounts - a summary of amounts owed to a vendor, lender, etc.

Supplies – assets purchased to be consumed by the entity.

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Accounting Fundamentals**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
                   Central High School Building
                   359 North West Street
                   Post Office Box 771
                   Jackson, MS 39205-0771
                   Phone: 601-359-2586

Unit 1: The Accounting Profession

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand that business activities can have an impact on society

- Understand the importance of seeking opportunities to develop skills and expertise

Essential Questions

- Is profitability ever more important than social responsibility?

- What are the advantages to having a professional designation?

Vocabulary

Identify and review the unit vocabulary.

Bureau of Labor Statistics
Responsibility Accounting
Social Responsibility
Stakeholder

Suggested Learning Experiences

Competency 1: Understand the role that accountants play in business and society.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe social responsibility in accounting. b. Discuss responsibility accounting.	a. Explain that social responsibility in accounting is aimed at enhancing corporate accountability and transparency to a wide range of external stakeholders, addressing the social, environmental and ethical concerns and values of individuals upon whom a business has a non-economic impact. Have students complete the *Social Accounting* activity in Appendix A.	a. Project Rubric

Competency 2: Describe career opportunities in the accounting profession.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss professional designations for accountants (e.g., CPA, CMA, ABA, etc.).	a. Have students research the various professional designations for accountants and write a summary that includes the length of the exam, the cost of the exam, the pass/fail rate, and the advantages of having the professional designation.	a. Report Rubric
b. Discuss the role and responsibilities of the various careers in accounting.	b. Discuss salary ranges, education and membership associations for various accounting professions.	b. Teacher observation of student participation in discussions and activities.

Performance Task

Exploration of Careers in Accounting

Your school is having a job fair and recruiters from several accounting firms will be attending. Several students will be attending the fair and you want to make a good impression on the recruiters so you will stand out among your peers. Your plan is to have a conversation about the accounting profession with each recruiter. Go to the Bureau of Labor Statistics web site http://www.bls.gov/oco/pdf/ocos001.pdf and research the four major fields in accounting. Research the job duties, required education, salary ranges, and future job outlook for each. Organize your findings in a chart. Write a few sentences about the necessary skills for all accounting professions and which ones for which you are best suited and why.

You will be evaluated on the organization, quality of information, grammar and spelling, vocabulary, neatness, and timeliness of your report.

Attachments for Performance Task

Report Rubric in Appendix A.

Unit Resources

Books:

Dlabey, L and Burrow, J (2008). Business Finance, Fourth Edition. Mason, OH: Thompson Higher Education.

Journals:

Idowu, S.O. and Filho, W.L. (eds.), (2009) Professionals' Perspectives of Corporate Social Responsibility, Berlin
    Heidelberg: Springer-Verlag.

James, K. (2006, November). Achieving a more diverse profession. The CPA Journal Online. 62–65. Retrieved from
    http://www.nysscpa.org/cpajournal/2006/1106/essentials/p62.htm.

Web sites:

Biz/Ed http://www.bized.co.uk/learn/accounting/management/social/index.htm?page=7

Bureau of Labor Statistics http://www.bls.gov/oco/pdf/ocos001.pdf

Unit 2: Accounting Principles

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand why some occupations are required to have standard procedures

Essential Questions
- Why is it important for businesses to follow basic accounting procedures?

Vocabulary

Identify and review the unit vocabulary.

Accounting
Accounting Equation
Accounts Payable
Accounts Receivable
Asset
Balance Sheet
Bank Reconciliation
Bookkeeping
Chart of Accounts
Closing the Books/Year End Closing
Credit
Debit
Depreciation
Equity
Financial Accounting
Financial Statement
Fixed Asset
General Ledger
Income Statement
Inventory
Inventory Valuation
Invoice
Journal
Liability
Net Income
Payroll
Posting
Reconciliation
Retained Earnings
Revenue
Shareholder Equity
Statement of Accounts
Supplies

Suggested Learning Experiences

Competency 1: Demonstrate basic accounting procedures.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Analyze business transactions in terms of the accounting equation.	a. Write accounting equation on the board and show how changes on one side can affect the other side.	a. Teacher observation of student participation in discussions and activities.
b. Determine the effects of business operations on owner's equity (stockholder's equity) using the basic accounting equation.	Have students list examples of assets and liabilities and explain how they relate to the accounting equation. Students will create a chart listing the major accounting differences between the three forms of business ownership.	Project Rubric
c. Analyze the flow of financial data, using the basic accounting cycle.	c. Set up T-accounts on the board and ask students to analyze a list of transactions by answering the following questions: "What accounts are affected, are they increased or decreased, and are they debited or credited?" Have volunteer students write in answers on the board.	c. Teacher observation of student participation in discussions and activities.
d. Prepare bank reconciliation and journalize entries.	d. Demonstrate how to reconcile a bank statement, letting students supply the numbers needed. Next, ask for two volunteers to complete another bank reconciliation in front of the class, having the remainder of the class check for accuracy. Finally, students will move into groups to complete two additional bank reconciliations (supplied by the teacher) within their groups.	d. Teacher observation of student participation in discussions and activities.
e. Classify, journalize, and post financial information.	e. After illustrating the proper procedures for posting journal entries to the ledger, students will move into small groups and practice posting procedures. Teacher will encourage peer tutoring within the groups.	e. Teacher observation of student participation in discussions and activities.
f. Perform end-of-period accounting functions.	f. Review accounting principles needed in journalizing and posting adjusting and closing entries. Review the preparation of a post closing trial balance. Have student complete *Accounting Concepts: M & M Closing Entries* in Appendix A.	f. Teacher observation of student participation in discussions and activities.
g. Prepare a balance sheet, an income statement, and a statement of owner's equity (stockholders' equity).	g. Have students prepare and explain the purpose of each financial statement and describe the way they articulate with each other. Have students play Accounting Monopoly http://www.libec.org/pdf/AccountingMonopoly2.pdf	g. Project Rubric
h. Maintain accounting records for a sole proprietorship and corporations. [CCR3, CCR7,]	h. Discuss the subsidiary ledgers and their respective controlling accounts and the purpose for each. Provide problems, have students divide into groups, post to the subsidiary ledgers and controlling accounts, and	h. Peer Assessment Checklist

	prepare schedules for both the Accounts Receivable and Payable ledgers.	
i. Use accounting software to perform accounting operations for sole proprietors and corporations.	i. Demonstrate the start-up procedures, software access instructions, and file storage rules for automated accounting software and explain the similarity of manually posting a journal to what the computer does when posting is done automatically.	i. Teacher observation of student participation in discussions and activities.
	Demonstrate how data from the general journal input form is entered, posted, inserted and located.	
	Divide students into groups and have them calculate adjusting entries and enter on input forms.	
	Have students exchange input forms for peer evaluation. Students will move to individual computers for data entry of adjusting entries.	
	Explain and demonstrate how financial statements are selected for display or printing and compare the format to manually prepared financial statements.	
	Illustrate how to perform automated closing procedures.	
	Illustrate how to complete an automated bank reconciliation.	
	Illustrate the procedure used to maintain plant assets and to generate the plant asset list report, and depreciation schedules.	
	Have students will use the Internet to find financial wizard application software that includes various depreciation method calculations (Hint: Use "Depreciation" as a search argument) and report their findings.	Report Rubric
	Explain and illustrate how employee maintenance data is recorded onto the input form and the procedures to enter, change, and delete employee data from the payroll file.	Teacher observation of student participation in discussions and activities.
	Illustrate the procedure for generating and posting payroll entries.	

Performance Task

Accounting Cycle Simulation

Each fiscal period you perform a series of accounting activities to record the financial information for your company. This information is reported to the company's CEO and Board of Directors and used to make business decisions for the next fiscal year. Using the appropriate source documents, complete the year's accounting cycle for your business.

You will be evaluated on your understanding of accounting principles and your accuracy in journalizing, posting, and preparing the entire worksheet and financial statements.

Resources for Performance Task

If you do not have a simulation activity in your teaching materials, use the simulation activities at the following sites:

> http://www.dwmbeancounter.com/moodle/
> http://www.accountinglearner.com/
> http://www.cscpa.org/Content/23610.aspx#Rubrics

Free accounting software:

> http://www.dwmbeancounter.com/moodle/mod/resource/view.php?id=9

Use the *Accounting Simulation Rubric* in Appendix A

Unit Resources

Books:

Gilbertson, C and Lehman, M (2009). Business Finance, Fourth Edition. Independence, KY: South-Western Cengage

Learning.

Journals:

Nelson, I., Vendrzyk, V., Quirin, J. and Kovar, S. (August 2008). Trends in accounting student characteristics: Results
from a 15-year longitudinal study at FSA schools. *Issues in Accounting Education*. 23(3), 373–389.

Web sites:

Bean Counter's Free Accounting & Bookkeeping Tutorial Site.
http://www.dwmbeancounter.com/moodle/
AccountingLearner.com. http://www.accountinglearner.com/
Connecticut Society of Certified Public Accountants.
http://www.cscpa.org/Content/23610.aspx#Rubrics

Appendix A: Activities and Rubrics

Accounting Concepts: M & M Closing Entries

Objective:

This lesson is a way to teach students the abstract concept of Closing Entries in a more concrete format. Perform the closing entries while simultaneously working with T-accounts on the board.

Supplies Needed:

- 10 clear cups
- 1 pound bag of M & M's

Preliminary Work:

Prior to the lesson, label the cups and fill with M & M's as follows:

Label	Number of M & M's	Color of M & M's
Sales Credit	154	Brown
Rent Expense Debit	34	Green
Misc. Expense Debit	30	Blue
Utilities Expense Debit	40	Orange
Income Summary Debit	Empty	
Income Summary Credit	50	Red
D.S. Capital Debit	Empty	
D.S. Capital Credit	132	Yellow
D.S. Drawing Debit	32	Blue

Procedure:

Follow the Closing Entry process and illustrate as follows--

Close Sales to Income Summary

- Transfer the M&M's from the Sales Credit cup to the Income Summary Credit cup
- Show the students the empty Sales Credit cup which is now closed

Close each Expense account to Income Summary

- Transfer the M&M's from each of the Expense Debit cups to the Income Summary Debit cup
- Show the students each of the empty Expense Debit cups which are now closed

Close Income Summary to Capital

- Explain that the difference between the Income Summary Credit cup and the Income Summary Debit cup is the Net Income which has a credit balance
- Put the two Income Summary cups out of sight and bring out the Income Summary Credit cup containing the Net Income
- Transfer the M&M's from the Income Summary Credit cup to the D.S., Capital Credit cup on top of the M&M's already in the cup
- Show students the empty Income Summary Credit cup which is now closed

Close Drawing to Capital

- Transfer the M&M's from the D.S., Drawing Debit cup to the D.S., Capital Debit cup
- Show the students the empty D.S., Debit cup which is now closed

New Capital

- Explain that all accounts are closed except for D.S. Capital which is now equal to New Capital (Beginning Capital + Net Income - Drawing)

This activity was presented by Dana Simpson West of Northwest High School at MBEA Conference Summer 2000

Accounting Simulation Rubric

	Unsatisfactory	Partially Proficient	Proficient	Advanced	Percent (%) Score
Journalizing Business Transactions 25 points	Shows little to no understanding of the principles of journalizing accurately in the appropriate journal. (10 points)	Shows a basic understanding of the principles of journalizing accurately in the appropriate journal. (15 points)	Shows a good understanding of the principles of journalizing accurately in the appropriate journal. (20 points)	Shows a well-developed understanding of the principles of journalizing accurately in the appropriate journal. (25 points)	
Posting 15 points	Shows little to no understanding of the principles of posting. (6 points)	Shows a basic understanding of the principles of posting. (9 points)	Shows a good understanding of the principles of posting. (12 points)	Shows a well-developed understanding of the principles of posting. (15 points)	
Worksheet 10 points	There is no worksheet. (0 points)	The entire worksheet is not completed. (6 points)	The entire worksheet is correctly prepared, with no more than two major errors. (8 points)	The entire worksheet is correctly prepared with no major errors. (10 points)	
Financial Statements 15 points	No financial statements are included. (0 points)	Some of the Financial Statements are included. More than two errors on those presented. (9 points)	All of the Financial Statements are included with no more than two major errors on the complete set. (12 points)	All of the financial statements are presented with no major errors. (15 points)	
Adjusting/Closing Entries 10 points	There are no adjusting and closing entries. (0 points)	Only adjusting entries are completed. (6 points)	Adjusting and closing entries are completed with no more than two errors. (8 points)	Adjusting and closing entries are completed with no errors. (10 points)	
Post-Closing Trial Balance 5 points	The post-closing trial balance has not been completed. (0 points)	The post-closing trial balance is complete, but does not balance correctly. (2 points)	The post-closing trial balance is correct, with no major errors. (4 points)	The post-closing trial balance is correct, with no errors. (5 points)	
				Average Score →	

Analyzing Factors Affecting Foreign Exchange

For each of the following international activities, indicate whether the value of the country's currency would increase or decrease by putting a check mark in the appropriate column. If you cannot determine the effect the activity would have on the currency, put a check mark in the last column.

	Increase	Decrease	Unable to Determine
A nation imports more than it exports.			
Interest rates in a country rise.			
A new president is elected in a country.			
A nation's inflation rate drops.			
The exports for a country increase as a result of technology.			
The military seizes control of the government and takes over major industries.			
New tourist attractions and international publicity increase international tourism by over one million people.			

Analyzing International Business Risks

Directions: For each of the following situations, place a check mark in the appropriate column to identify whether the situation is an example of a political risk, social risk, or economic risk.

	Political Risk	Social Risk	Economic Risk
Changes in consumer spending in a nation due to reduced employment opportunities			
New business regulations that require all food packages to list the potential dangers of ingredients			
Religious beliefs in a country that do not allow people to eat certain foods			
A trade deficit of a nation that reduces the value of its currency			
Traditions in a country that encourage family members to work for the family business			
Frequent changes in the government ruling party in a nation			
Import taxes that discourage buying foreign-made goods			
Changes in the buying power of a nation's currency			

Business Ratios

Financial analysis using business or financial ratios and norms provides a means of assessing a firm's strengths and weaknesses. Using data from the balance sheet and income statement, you will calculate and compare various ratios to a peer industry.

To perform ratio analysis:

1. Decide what type of industry you want ABC Company to be (use an industry type from the *Industry Ratios* table).

2. Use ABC Company's balance sheet and income statement and calculate the following ratios:

   a. Ratio
   b. Current Ratio
   c. Quick Ratio
   d. Debt Ratio (Debt to Equity)
   e. Inventory Turnover (Sales to Inventory)
   f. Accounts Receivable Turnover (using total sales)
   g. Profit Margin on Sales

Industry	Current Ratio	Quick Ratio	Debt to Equity	Sales to Inventory	Accounts Receivable Turnover	Profit Margin %
ABC Company						
Peer Industry						

3. Compare the ABC Company's financial performance to the industry in the *Industry Ratio* table and determine a benchmark for your company.
4. List individual companies within your industry that could be compared to ABC Company.

ABC Company
Balance Sheet
For the year ending December 31, 20xx

Assets	$$	%
Current Assets		
Cash	12,000	6.6%
Marketable Securities	10,000	5.5%
Accounts Receivable (net of uncollectible accounts)	17,000	9.4%
Inventory	22,000	12.2%
Prepaid Expense	4,000	2.2%
Total Current Assets	65,000	35.9%
Fixed Assets		
Building and Equipment	105,000	58.3%
Less Depreciation	30,000	16.6%
Net Buildings and Equipment	75,000	41.6%
Land	40,000	22.2%
Total Fixed Assets	115,000	63.8%
Total Assets	180,000	100.0%
Liabilities		
Current Liabilities		
Wages Payable	3,000	1.6%
Accounts Payable	25,000	13.8%
Taxes Payable	12,000	6.6%
Total Current Liabilities	40,000	22.2%
Long-Term Liabilities		
Mortgage Payable	70,000	38.8%
Note Payable	15,000	8.3%
Deferred Taxes	15,000	8.3%
Total Long-Term Liabilities	100,000	55.5%
Total Liabilities	140,000	77.7%
Owner's Equity	40,000	22.2%
Total Liabilities and Owner's Equity	180,000	100.0%

ABC Company
Income Statement

	$$	%
Sales	$ 200,000	100%
Cost of goods sold	130,000	65%
Gross Profit	70,000	35%
Operating expenses		
Selling expenses	22,000	11%
General expenses	10,000	5%
Administrative expenses	4,000	2%
Total operating expenses	36,000	18%
Operating income	34,000	17%
Other income	2,500	1%
Interest expense	500	0%
Income before taxes	36,000	18%
Income taxes	1,800	1%
Net profit	34,200	17%

Industry Ratios

Industry	Current Ratio	Quick Ratio	Debt to Equity	Sales to Inventory	Accounts Receivable Turnover	Profit Margin %
Agriculture	1.31	0.39	1.33	2.52	19.00	2.58
Mining	1.19	0.77	0.48	0.00	52.00	0.00
Construction	1.44	0.98	1.31	4.74	43.00	1.74
Manufacturing						
Leather/Textile/App	1.50	0.62	1.48	6.05	34.00	1.64
Chem. Petrol. Metal	1.54	0.75	1.33	6.94	48.00	2.23
Wood Related Prod	1.43	0.62	1.41	6.46	33.00	2.16
Mach-trans equipment	1.54	0.74	1.34	5.89	51.00	2.38
Trans-Communication	1.03	0.70	1.64	0.00	34.00	1.84
Wholesale						
Non-Durable	1.53	0.66	1.70	4.63	39.00	1.40
Durable	1.42	0.69	1.60	7.36	31.00	1.11
Retail						
Hardware	1.68	0.43	1.30	4.20	22.00	1.11
Gen. Merchandise	2.14	0.15	0.59	3.81	4.00	0.16
Automobiles	1.23	0.19	2.61	4.75	9.00	0.84
Apparel	1.90	0.14	0.91	2.96	2.00	1.35
Furniture	1.61	0.38	1.33	4.03	16.00	0.92
Restaurants	0.73	0.18	1.24	35.65	1.00	0.43
Financial Services	1.18	0.34	0.72	0.00	1.00	1.29
Business Services	1.36	0.84	1.11	0.00	42.00	1.75
Service Industry	1.29	0.68	0.75	3.04	15.00	0.77

Capital Project Analysis Exercise

Complete the following exercise using an electronic spreadsheet program such Microsoft Excel®.

        Investment - $150,000
        Annual Cash Inflows - $40,000
        Cost of Capital - 10%
        Life - 10 years

        Calculate:
                Net Present Value
                Internal Rate of Return
                Payback Period

Electronic Career Portfolio Guidelines

An electronic career portfolio is a purposeful collection of work that tells the story of an applicant including achievements, growth, vision, reflection, skills, experience, education, training, and career goals. It is a tool that gives employers a complete picture of who you are—your experience, your education, your accomplishments—and what you have the potential to become—much more than just a letter of application and resume can provide.

Overview

The portfolio should display samples of your work, achievements, and accomplishments you would refer to in an interview. Electronic portfolios use interactive multimedia to increase the range and type of materials that can be included as evidence of learning.

Guidelines

- Student members, not advisers, must prepare portfolios.
- The portfolio should have no more than 30 pages (i.e., slides, links, and text files).
- All information should reflect the student's accomplishments and experiences. No fictitious information should be presented.
- Navigation through portfolio should be easy and consistent in appearance and format.
- The portfolio must include: table of contents, a resume, and career summary. The career summary page should include career choice, description of career, education required, and future job outlook (e.g., monetary, advancement).
- Sample materials also must be included in the portfolio.

  Samples must include, but are not limited to, the following:

  Career-Related Education:

  Describe career-related education that enhances employability. Include a summary of school activities, career research projects, application of business education, and/or related occupational skills and their relationship to job.

  Educational Enhancement:

  Describe educational opportunities that enhance employability. Include career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, community service projects, and products developed during these experiences.

  Examples of Special Skills:

  Include up to five examples of special skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included.

  Additional sample materials may include: awards and honors, certifications, community and volunteer activities, conferences or workshops, examples of projects or presentations, letters of recognition and recommendation, list of accomplishments, leadership development activities,

recognitions, self-assessments, evidence of specific skills, a page from a Web site created, writing samples, and so forth.

Electronic Career Portfolio Rubric

Name _____ Date _____

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
Content					
Resume	0	1 – 3	4 – 7	8 – 10	
Career summary: • Career description • Skills and education needed for the career • Money/salary and outlook for the career	0	1 – 5	6 – 10	11 – 15	
Evidence of research in career summary; sources of information cited in proper copyright format	0	1 – 2	3 – 4	5	
Samples					
Career-Related Education • Describes career-related education that enhances employability. Includes a summary of school activities; career research projects, application of Business Education and/or related occupational skills and their relationship to job.	0	1 – 5	6 – 10	11 – 15	
Educational Enhancement • Describes educational enhancement opportunities that enhance employability. Includes career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, or community service projects, and products developed during these experiences.	0	1 – 5	6 – 10	11 – 15	
Examples of Special Skills • Includes up to five examples of special skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included in the portfolio.	0	1 – 5	6 – 10	11 – 15	
Delivery					
Thoughts and statements are well-organized and clearly stated; appropriate business language used	0	1 – 3	4 – 7	8 – 10	

	0	1 – 3	4 – 7	8 – 10	
Demonstrates self-confidence, poise, and good voice projection	0	1 – 3	4 – 7	8 – 10	
Demonstrates the ability to effectively answer questions	0	1 – 2	3 – 4	5	
				Total Points	

Cash Flow Statement Example

	A	B	C	D	E
1			**[Company Name]**		
2			**Cash Flow Statement**		
3					
4			For the Year Ending	12/31/2008	
5			Cash at Beginning of Year	15,700	
6					
7		**Operations**			
8		Cash receipts from customers		693,200	
9		Cash paid for			
10			Inventory purchases	(264,000)	
11			General operating and administrative expenses	(112,000)	
12			Wage expenses	(123,000)	
13			Interest	(13,500)	
14			Income taxes	(32,800)	
15		**Net Cash Flow from Operations**		**147,900**	
16					
17		**Investing Activities**			
18		Cash receipts from			
19			Sale of property and equipment	33,600	
20			Collection of principal on loans		
21			Sale of investment securities		
22		Cash paid for			
23			Purchase of property and equipment	(75,000)	
24			Making loans to other entities		
25			Purchase of investment securities		
26		**Net Cash Flow from Investing Activities**		**(41,400)**	
27					
28		**Financing Activities**			
29		Cash receipts from			
30			Issuance of stock		
31			Borrowing		
32		Cash paid for			
33			Repurchase of stock (treasury stock)		
34			Repayment of loans	(34,000)	
35			Dividends	(53,000)	
36		**Net Cash Flow from Financing Activities**		**(87,000)**	
37					
38		**Net Increase in Cash**		**19,500**	
39					
40			Cash at End of Year	35,200	
41		© 2008 Vertex42 LLC	Templates by Vertex42.com		

Cause and Effect

Cause → **Effect**

Cause → **Effect**

Cause → **Effect**

Code of Ethics Rubric

	Does Not Meet Expectations 0	Meets Expectations 1	Exceeds Expectations 2	Score
Student can articulate the primary tenets of the profession's code of ethical conduct.				
Student is familiar with code(s) of ethics and standard(s) of professional practice within the discipline.				
Student can state the application of the code of ethics in the practice of the profession.				
Student's code of ethics addresses ethical concerns found in the research.				
			Total Score	

Corporate Ethics--An Oxymoron?

Skill: High School/College
Time Required: One Week

Introduction:

During the administration of George Bush, the nation has been (seemingly) plagued with a series of business scandals and failures that have cost Americans literally billions of dollars. This is not the first time such scandals have occurred, and it probably won't be the last. But it does raise the question of how these breaches of ethical behavior occur and what might be done to prevent more of them.

Objectives:

In this lesson, students will research a brief history of American business, investigate several major business scandals and document commonalities and differences among them. Having completed their research, students will be asked to write a set of ethical guidelines or code of ethics that might serve to prevent at least some future breaches of business ethics.

Materials Required:

Computer with Internet access, printer, paper, pen or pencil.

Procedures:

1. Using the websites provided, have all students read about the history of American business. This can be done online, or the article can be printed out and duplicated for each student.

2. With this information as background, students should be engaged in a discussion of what they know about recent business scandals. The teacher should correct any misperceptions, and then ask students, in small groups, to investigate the facts and commentary about several of the recent scandals, e.g., Enron, WorldCom, Martha Stewart, Adelphia, etc.

3. As they investigate, have students take notes on commonalities and differences among all them (titles of those involved, impact on others, consequences for those suspected, the story behind the scandal, etc.). These notes should be placed in a "Scandals" folder.

4. After researching the individual scandals, and discussing commonalities and differences among them—particularly with respect to the kinds of ethical lapses that were made—have each student write a Code of Ethics for American Business that might serve to prevent at least some similar business scandals in the future. The website, "Writing a Code of Ethics for Business" (below) provides many useful ideas for writing such a Code.

5. Once completed, collect the Codes from each group, and share them with the class. Engage students in a discussion of each one, and ask the class to vote on the one they think would be the most useful.

Extending the Lesson:

Invite an attorney or a local CEO to speak to your class on corporate ethics.

Sources & Resources:

Websites:

Definition of Oxymoron

History of U.S. Business - 19th and 20th Centuries

History of U.S. Business – 21st Century

U. S. Economic Timeline

Classic Financial and Corporate Scandals

Review of Business Scandals

More Business Scandals

Corporate Ethics

Corporate Ethics Watchdog

Writing a Code of Ethics for Business

Credits:

This lesson was developed by Marian Maxfield, Kent State University.

Goal Setting Evaluation Rubric

Student Name_____

Date_____

	Level One 2 - 4	Level Two 5 - 7	Level Three 8 - 10	Score
ACHIEVABILITY	Questions necessity and purpose of goal; unable to visualize achievability of goal; has little or no involvement in determining the goal	Visualizes goal; believes goal can be achieved; actively involved in determining goal	Demonstrates belief in the achievability of the goal in multifaceted ways; initiates the goal-setting process	
SPECIFICITY	Writes focused, measurable goals	Goals are written in a concise, focused, clear manner; provides a basic method to measure goals	Goals are written in a concise, focused, clear manner; goals relate specifically to the desired outcome; a detailed, realistic method has been developed to measure goals	
AWARENESS	Knows rewards and potential problems and is willing to work toward goal with assistance	Recognizes rewards of goal achievement; recognized potential risks; maintains willingness to continue working toward goal	Identifies and understand rewards to self and/or others, addresses potential risks before they occur; demonstrates an intrinsic desire for successfully accomplishing goal	
REALIZATION	Plans and/or manages deadlines with assistance	Sets realistic deadlines; steps taken toward deadline are manageable	Sets benchmarks for deadlines as well as goal attainment; steps taken toward meeting deadlines; evaluates how realistic and manageable the deadlines are	
			Total Score /12	

GOAL SETTING GUIDELINES

1. Define the goal.*
2. Outline the steps needed to achieve it.
3. Consider potential risks
4. Identify the type of risk (natural, human, controllable, and uncontrollable) and ways of dealing with them.
5. Set deadlines.

*Not every wish can be a goal. For instance, you may wish you could live and stay young forever, but since there's nothing you can do to make that happen, it could never be considered a goal.
In order for something to be a goal:
*   It has to be important to you, personally.
*   It has to be within your power to make it happen through your own actions.
*   It has to be something you have a reasonable chance of achieving.
*   It must be clearly defined and have a specific plan of action.

Goal Setting Worksheet

My three goals are:

1. _____

2. _____

3. _____

These goals are important to me because:

_____

_____

_____

My to-do list to reach my goals:

_____

_____

_____

The consequences of achieving my goals are:

_____

_____

_____

The consequences of not achieving my goals are:

_____

_____

_____

What potential risks could keep me from achieving my goals?

_____

_____

_____

How will I prepare for potential risks?

_____

_____

_____

Who will support and help me to achieve my goals and how?

_____

_____

_____

Identifying Functions of Money

Directions: For each of the following activities, decide whether the situation is an example of money as a medium of exchange, a measure of value, or a store of value. Place a check mark in the appropriate column to indicate your answer.

	Medium of Exchange	Measure of Value	Store of Value
The exchange rate for U.S. dollars to Canadian dollars 1.21.			
A company in Europe must pay for imported goods with Mexican pesos.			
A student is saving £50 a month to help pay for college expenses.			
A multinational company receives payment for the sale of goods and converts the funds into the currency of its home country.			
Food for a week for a family of four in France costs Fr230 in one city and Fr267 in another city.			
An engineer makes a higher salary than an administrative assistant at the same company.			
A shopper goes to three stores to compare prices on computer printers.			
A pair of a certain brand of jeans costs three times as much in a country where this kind of clothing is very scarce.			

Presentation Rubric

Student Name_____

Date_____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score Obtained
Content	Addressed all assignment components	Addressed all but one assignment component	Omitted two assignment components	Omitted more than two assignment components	
Detail	Fully addressed all assignment components	Fully addressed most assignment components	Partially addressed most assignment components	Partially addressed few assignment components	
Accuracy	No grammatical, typographical, spelling, or punctuation errors	1–2 grammatical, typographical, spelling, or punctuation errors	3–5 grammatical, typographical, spelling, or punctuation errors	More than 5 grammatical, typographical, spelling, or punctuation errors	
Clarity	Logical, orderly sequence	Somewhat logical sequence	Confusing sequence	No evidence of order/sequence	
Design	Excellent design selection and usage	Adequate design selection or 1–2 design errors	Inadequate design selection or 3–5 design errors	Poor design selection or more than 5 design errors	
Appeal	Very appealing; excellent use of animation, transitions, sound, etc.	Somewhat appealing; adequate use of animation, transitions, sound, etc.	Not very appealing; limited use of animation, transitions, sound, etc.	Not appealing; very limited or no use of animation, transitions, sound, etc.	
				Score	

Teacher Comments:

Report Rubric

Student Name_____

Date_____

	EXEMPLARY (4)	ACCOMPLISHED (3)	DEVELOPING (2)	BEGINNING (1)	SCORE
Topic	Directly relevant	Somewhat relevant	Remotely related	Totally unrelated	
Organization	Good organization; events are logically ordered; sharp sense of beginning and end	Organized; events are somewhat jumpy	Some organization; events jump around; start and end are unclear	Not organized; events make no sense	
Quality of Information	Supporting details specific to subject	Some details are non-supporting to the subject.	Details are somewhat unclear.	Unable to find specific details	
Grammar and Spelling	All grammar and spelling are correct.	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Interest Level	Vocabulary is varied; supporting details are vivid.	Vocabulary is varied; supporting details need work.	Vocabulary is constant; details lack "color."	Needs descriptive words	
Neatness	Word processed or typed; clean and neatly bound in a report cover; illustrations provided	Legible writing; well-formed characters; clean and neatly bound in a report cover; illustrations provided	Legible writing; some ill-formed letters; print too small or too large; papers stapled together	Illegible writing; loose pages	
Timeliness	Report handed in on time	Up to 2 days late	Up to 1 week late	Report handed in more than 1 week late	
				Total	

Teacher Comments:

Social Accounting

The Body Shop has always campaigned for greater social awareness and its Web site reflects that campaign. Visit the *Our Values* section of their Web site and make a note of their values under each of the following headings:
 •Against animal testing
 •Support community trade
 •Activate self esteem
 •Defend human rights
 •Protect our planet

How do you think these issues might have an impact on the financial reports of The Body Shop?

Appendix B: Glossary

Unit 1

Corporate governance - the set of processes, customs, policies, laws, and institutions affecting the way a corporation (or company) is directed, administered or controlled.

Corporate Responsibility - duty and rational conduct expected of a corporation; accountability of a corporation to a code of ethics and to established laws

Ethics - moral principles that govern a person's or group's behavior.

Unit 2

Balance Sheet - summary of a company's financial status, including assets, liabilities, and equity

Basis Point – 1/100 of a percentage point, used chiefly in expressing differences of interest rates.

Benchmark Company – a competitor who has historically demonstrated outstanding financial performance.

Bond Rating - a grade given to bonds that indicates their credit quality.

Capital Budget - is the planning process used to determine whether an organization's long term investments such as new machinery, replacement machinery, new plants, new products, and research development projects are worth pursuing.

Cash Flow Statement – document that provides aggregate data regarding all cash inflows a company receives from both its ongoing operations and external investment sources, as well as all cash outflows that pay for business activities and investments during a given quarter.

Common Stock - Securities representing equity ownership in a corporation, providing voting rights, and entitling the holder to a share of the company's success through dividends and/or capital appreciation.

Cost of Capital - The opportunity cost of an investment; that is, the rate of return that a company would otherwise be able to earn at the same risk level as the investment that has been selected.

Cost of Debt - The effective rate that a company pays on its current debt

Cost of Equity - is the minimum rate of return a firm must offer owners to compensate for waiting for their returns, and for bearing risk.

Coupon Rate - is the annual interest rate of a bond.

Current Yield - in bonds, is the annual interest or dividend payments expressed as a percentage of the bond's current price. For bonds, where yield to maturity factors in the original purchase price, current yield is strictly a measure of the income stream.

Debenture Bond - is a corporate IOU that is not backed by the company's assets (unsecured) and is therefore somewhat riskier than a bond.

Dividend - is that portion of a corporations earnings which is paid to the stockholders.

Financial Budget - is focused on capital expenditures and on a business's budgeted cash position:

Financial Leverage - is the use of debt to increase the expected return on equity. Financial leverage is measured by the ratio of debt to debt plus equity.

Financial Ratios - is the result of dividing one financial statement item by another. Ratios help analysts interpret financial statements by focusing on specific relationships.

Income Statement - a summary of income and expenses

Internal Rate of Return (IRR) - is the discount rate that makes the project have a zero Net Present Value (NPV). IRR is an alternative method of evaluating investments without estimating the discount rate.

Investment Banker - is an underwriter who serves as a middleman between a corporation issuing new securities and the public.

Mortgage Bond - is a bond in which the issuer has granted the bondholders a lien against the pledged assets.

Net Present Value (NPR) - is a method used in evaluating investments, whereby the net present value of all cash outflows (such as the cost of the investment) and cash inflows (returns) is calculated using a given discount rate, usually REQUIRED RATE OF RETURN.

Operating Budget - focuses on the budgeted income statement and its supporting components and schedules.

Payback Method - in capital budgeting, is the length of time needed to recoup the cost of CAPITAL INVESTMENT.

Preferred Stock - usually, non-voting capital stock that pays dividends at a specified rate and has preference over common stock in the payment of dividends and the liquidation of assets.

Primary Market - is the first sale of a newly issued security.

Ratio Analysis - involves conversion of financial numbers for a firm into ratios. Ratio analysis allows comparison of one firm to another.

Secondary Market - is buyers and sellers willing to trade securities after their initial issuance.

Trend Analysis - is the analysis of changes over time through the use of analytical techniques, such as time series analysis, to discern trends.

Weighted Average Cost of Capital (WACC) - is an average representing the expected return on all of a company's securities.

Unit 3

Risk - is the measurable possibility of losing or not gaining value.

Economic Risk - The possibility that an economic downturn will negatively impact an investment.

Pure Risk - Any risk in which there is no possibility of gain, only the avoidance of loss.

Speculative Risk – the possibility of either financial loss or gain

Natural Risk – risk that arises from natural events or as a part of nature

Human Risk – risks that arise from the acts of individuals, groups, or organizations

Controllable Risk – risks that can be reduced or avoided by thoughtful actions

Uncontrollable Risk – risks that cannot be influenced by human action

Risk Management – the process of systematically identifying potential risks and making plans to reduce the impact of the risk on individuals and companies

Liability - money owed to creditors, vendors, etc.

Unit 4

Automatic Teller Machines (ATM) - An electronic banking outlet, which allows customers to complete basic transactions without the aid of a branch representative or teller.

Capital Markets - A division within a larger company that uses its expertise in financial markets to provide financial services to specific types of clients

Commercial Lending - A debt-based funding arrangement that a business can set up with a financial institution.

Debit Cards - An electronic card issued by a bank which allows bank clients access to their account to withdraw cash or pay for goods and services.

Federal Reserve System - The banks that carry out Fed operations, including controlling the money supply and regulating member banks.

Lock Box - A service provided by banks to companies for the receipt of payment from customers.

Money Markets - A savings account that offers the competitive rate of interest (real rate) in exchange for larger-than-normal deposits.

Open Market Operations - Rate of interest that is paid on any debt security that trades in the open market.

Safe-deposit Box - A box - usually located inside a bank - which is used to store valuables.

Unit 5

Currency Option: A contract giving the option holder the right to buy or sell an underlying currency at a specified price and on a specified date. The option writer (seller) holds the obligation to fulfill the other side of the contract

Exchange Controls: Government restrictions to regulate the amount and value of a nation's currency

Exchange Rate: The price of one currency in terms of another, i.e. the number of units of one currency that may be exchanged for one unit of another currency

Floating Exchange Rate: An exchange rate system in which currency values are allowed to fluctuate according to supply and demand forces in the market without direct interference by government authorities

Foreign Exchange: Currency of another country, or a financial instrument that facilitates payment from one currency to another

Foreign Exchange Markets: Networks of commercial banks, investment banks, and other financial institutions that convert, buy, and sell currencies in the global economy

Hard Currency: A monetary unit that is easily converted into other currencies

Interest Rate: The cost of using someone else's money

International Monetary Fund (IMF): An international organization designed to promote global economic stability and development. It compiles statistics on cross-border transactions and publishes a monthly summary of each country's balance of payments

Macro Country Risks: Country (or political) risks that affect all foreign firms in a host country

Micro Country Risks: Country risks that are specific to an industry, company, or project within a host country

Soft Currency: A currency which is not readily accepted in exchange for other currencies or convertible to gold

World Bank: An international organization created at Breton Woods in 1944 to help in the reconstruction and development of its member nations. Its goal is to improve the quality of life for people in the poorer regions of the world by promoting sustainable economic development. See also International Bank for Reconstruction and Development.

Unit 6

Bureau of Labor Statistics: the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics.

Responsibility Accounting: the collection, summarization, and reporting of financial information about various decision centers throughout an organization; can also be called profitability accounting or activity accounting.

Social Responsibility: an ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Stakeholders - a person, group, organization, or system who affects or can be affected by an organization's actions

Unit 7

Accounting - process of identifying, measuring, and reporting financial information of an entity

Accounting Equation - assets = liabilities + equity

Accounts Payable - money owed to creditors, vendors, etc.

Accounts Receivable - money owed to a business, i.e. credit sales

Asset - property with a cash value that is owned by a business or individual

Balance Sheet - summary of a company's financial status, including assets, liabilities, and equity

Bookkeeping - recording financial information

Chart of Accounts - a listing of a company's accounts and their corresponding numbers

Closing the Books/Year End Closing – the process of reversing the income and expense for a fiscal or calendar year and netting the amount into "retained earnings"

Credit - an account entry with a negative value for assets, and positive value for liabilities and equity.

Debit - an account entry with a positive value for assets, and negative value for liabilities and equity.

Depreciation - recognizing the decrease in the value of an asset due to age and use

Equity - money owed to the owner or owners of a company, also known as "owner's equity"

Financial Accounting - accounting focused on reporting an entity's activities to an external party; ie: shareholders

Financial Statement - a record containing the balance sheet and the income statement

Fixed Asset - long-term tangible property; building, land, computers, etc.

General Ledger - a record of all financial transactions within an entity

Income Statement - a summary of income and expenses

Inventory – merchandise purchased for resale at a profit

Inventory Valuation – the method to set the book value of unsold inventory: i.e. "LIFO," last in, first out; "FIFO," first in, first out; "average," an average cost over a given period, "last cost," the cost based on the last purchase; "standard," a "deemed" amount related to but not tied to a specific purchase, "serialized," based on a uniquely identifiable serial number or character of each inventory item

Invoice – the original billing from the seller to the buyer, outlining what was purchased and the terms of sale, payment, etc.

Journal - a record where transactions are recorded, also known as an "account"

Liability - money owed to creditors, vendors, etc.

Net Income - money remaining after all expenses and taxes have been paid

Payroll - a list of employees and their wages

Posting – the process of entering then permanently saving or "archiving" accounting data

Reconciliation – the process of matching one set of data to another; i.e. the bank statement to the check register, the accounts payable journal to the general ledger, etc.

Retained Earnings – the amount of net profit retained and not paid out to shareholders over the life of the business

Revenue - total income before expenses.

Shareholder Equity - the capital and retained earnings in an entity attributed to the shareholders

Statement of Accounts - a summary of amounts owed to a vendor, lender, etc.

Supplies – assets purchased to be consumed by the entity.

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Business Fundamentals I**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

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Business Fundamentals I

Unit 1: Introduction to Business

Competency 1: Identify school and program policies and procedures.		

Suggested Enduring Understandings	Suggested Essential Questions
1. Rules exist for the safety and benefit of everyone. 2. School and program policies, procedures, and expectations reflect the standards of industry.	1. What are the rules for the local school, and how do they benefit students? 2. How do school and program policies, procedures, and expectations mirror those found in industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Preview the school handbook and all safety procedures for the classroom level and building level.	a. Have students analyze various case studies or scenarios that describe various hazardous situations.	a. Assess student knowledge of hazardous situations using the Case Study Assessment Rubric, class participation, and brainstorming session results.
	Have students brainstorm possible solutions and discuss basic first-aid procedures for handling each scenario. Have a guest speaker from the local fire department come and discuss fire extinguisher safety and basic first-aid techniques.	Assess student knowledge of basic safety and first-aid procedures by administering a safety test and allowing the students to rate the speaker using the guest speaker evaluation form.

Competency 2: Discuss the purpose of the course.		

Suggested Enduring Understandings	Suggested Essential Questions
1. Student and course expectations must be met in order to receive credit for the course. 2. Career and Technical Education Student Organizations (CTESOs) are a vital part of our curriculum, and they provide opportunities for career development.	1. What are the student and course expectations? 2. How can CTESOs benefit students?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify student and course expectations.	a. Review course units and objectives to be mastered.	a. Assess student understanding by observing contributions to class discussions and

	Show students the various textbooks that will be used throughout the teaching of this course. Have the students complete a scavenger hunt of textbook items such as "What page does Chapter 11 begin on?" and "What is the name of Chapter 1?"	participation in activities.
	Pass out course syllabus and grading policy to students. Discuss and answer any questions about the handouts.	Evaluate student understanding of how to use a textbook by grading the scavenger hunt.
	Discuss classroom equipment and log-in procedures for computers.	Check student notebooks for handouts of syllabus and grading policies.
		Assess student knowledge of proper equipment usage and proper log-in procedures by observing them as they complete these tasks.

b. Explore student organizations and their roles in individual career development.	b. Describe the CTESOs associated with the program, and provide an overview of trips, competitive events, leadership activities, and community service projects that students will have the opportunity to participate in through this course.	b. Administer a written test on CTESO of choice to assess student understanding.
	Have students research and explore the CTESO Web site and complete a teacher-created question-and-answer, fill-in-the-blank, or Webquest or develop a slide presentation, brochure, or display that includes but is not limited to the motto, creed, emblem, colors, theme, and history of the organization. Also, have students research which famous or successful people were part of the organization.	Assess completed Webquest answers, brochure, slide presentation, or display using various rubrics and/or checklists.
	Discuss with students the election process used in the CTESO; compare and contrast this process with the processes used for local, state, and national elections. Emphasize the importance of participating in elections as a part of good citizenship. Also, have students participate in local officer elections modeled after the election process.	Assess student understanding by observing student participation in the campaign and election process.
	Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.	Observe the students as they participate in competitive events. Assess their performance based on their test and role-play scores from competition.

Competency 3: Implement Green Business Practices.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Green Business Practices are important in today's society. 2. The Financial Implications of Green Business Practices can have both advantages and disadvantages. 3. It is important for us to practice Green Business Practices in our daily lives.	1. What are Green Business Practices? 2. What are the advantages and disadvantages of the financial implications of Green Business Practices? 3. How can we implement Green Business Practices in our daily lives?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the importance of Green Business Practices.	a. Review an article on Green Business Practices, and discuss some good practices that we could all participate in at home and at school.	a. Assess student performance by grading their

		Have students use the Internet to research various "Green Topics" such as ozone-safe products, recycling efforts, solar energy, water conservations, pollution, and so forth. Have students write a paper or create an electronic slide presentation teaching the class about their findings.		completed article review by students. Assess student knowledge by using the written paper rubric or Electronic Slide Presentation Rubric.	
		Have students use the Internet to research various government Web sites to learn what they are doing to improve our Green Business Practices (Ex. Environmental Protection Agency, Better Business Bureau, Waste Management Web sites, fundingfactory.com, earth911.com, HGTV.com, etc.) and either write a paper or create an electronic slide presentation.		Assess student knowledge by using the written paper rubric or Electronic Slide Presentation Rubric.	
		Have students participate in a class debate about the various Green Business Practices and where they stand on each practice.		Assess student performance using the Debate Rubric and observing participation in class.	
		Have students watch various videos on global warming, pollution, recycling, solar energy, water conservation, and so forth.		Assess student performance by administering a pop quiz on the videos.	
b.	Discuss the financial implications of Green Business Practices. (DOK2)	b.	Have students read various articles on the financial implications of green business practices (pros and cons). Brainstorm ways that businesses can save money by recycling and practicing Green Business Practices. Have students use the Internet to research the financial implications of Green Business Practices and what costs businesses more money and what saves them more money. Have students create a Venn diagram showing the pros, cons, and shared traits of using Green Business Practices.	b.	Assess student performance by using the Article Review sheet or question/answer sheet on article of choice. Assess students by observing their participation and contribution to the class. Assess student performance by evaluating the student research results (facts and figures). Assess student performance by observing Completed Venn Diagram.
c.	Implement Green	c.	Have students brainstorm ways that the class can	c.	Assess student

Business Practices in the classroom.	improve our "Green" practices at school and home.	performance by observing class participation and contributions.
	Have students design and implement a recycling program at school to include the following possible categories: toner cartridges, cell phones, eyeglasses, glass bottles, plastic bottles, batteries, newspapers, and so forth.	Assess student performance by observing the outcome of the implemented recycling program at our school.

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Business Fundamentals I

Unit 2: Communication and Interpersonal Skills

Competency 1: Apply the fundamentals of communication.		

Suggested Enduring Understandings

1. It is necessary to understand the importance of effective written and oral communications, listening skills, and overcoming communication barriers.
2. Verbal and nonverbal communication techniques are essential in the business environment.
3. Businesspeople should recognize and implement proper telephone techniques.
4. Oral presentations may be used to inform, persuade, or entertain an audience.
5. Netiquette is the proper method used for electronic communication.

Suggested Essential Questions

1. Why is it important to have effective communication and interpersonal skills and an understanding of how to overcome communication barriers?
2. How are verbal and nonverbal communication techniques used in the office environment?
3. What are proper telephone techniques?
4. What are the differences among informational, persuasive, and entertaining presentations?
5. What is netiquette, and how is it beneficial for communicating electronically?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss elements of effective written and oral communications, listening skills, and communication barriers.	a. Demonstrate the importance of giving accurate instructions by having students participate in the following communications activity. Give one student a simple drawing. Have this student give verbal instructions to another student who will attempt to reproduce the drawing. Have students listen to an audiotape of a simple story and answer a related questionnaire after they have heard the story. Review the questions with the class to determine listening skills.	a. At the end of the unit, have students complete the reflection journal to review learned concepts. Evaluate student responses to the Listening Skills Questionnaire.
b. Demonstrate effective verbal and nonverbal communication principles.	b. Use technology to present information from http://www.mindtools.com/CommSkll/CommunicationIntro.htm. Have students complete the communications style inventory at http://occonline.occ.cccd.edu/online/klee/CommunicationsStyleInventory.pdf. Discuss how workplace personalities interact. Have students discuss various workplace scenarios in small groups. Have each group discuss its scenario with the class.	b. Evaluate student performance by using the presentation rubric. Assess student understanding by observing contributions to class discussions and participation in activities and assignments. To ensure mastery, provide opportunities

		for them to review their work and make revisions.
c. Demonstrate use of proper telephone techniques.	c. Lead a class discussion about telephone voice quality and proper business telephone procedures. Have students use PodProducer or other pod producing software (http://www.podproducer.net/?page_id=5) to record their voices with a telephone greeting for a business. Students should use a greeting, say the name of the business, and offer assistance. Lead the class in developing a checklist to evaluate business telephone techniques. Have students use the checklist to evaluate the voice recordings of two of their peers.	c. Use the student-developed checklist to evaluate voice recording.
d. Deliver oral presentations to inform, persuade, and entertain.	d. Explain and demonstrate the three types of presentations. Have students develop and deliver an oral presentation using one of the following types: informative, persuasive, and entertaining.	d. Use the Presentation Assessment Rubric to evaluate oral presentations.
e. Demonstrate appropriate netiquette for electronic communication. (DOK2)	e. Explain the meaning of netiquette, and demonstrate how it is used during electronic communication. Have students implement netiquette while communicating electronically. Use information from http://www.albion.com/netiquette/ to identify proper uses of netiquette. Show students video clips about Internet safety for teens. Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present Internet safety information. Divide students into groups of four. Have each group visit http://www.getnetwise.org/ to research one of the following topics: o Keeping children safe online o Stopping unwanted e-mail and spam o Protecting your computer from hackers and viruses o Keeping your personal information private After research is complete, assign each group one of the topics, and have that group teach the class about that topic.	e. Assess student understanding by observing contributions to class discussions and participation in activities and assignments. Evaluate student performance by observation or a teacher made netiquette checklist. Assess student understanding by observing contributions to class discussions and participation in activities. Assess each student's safety knowledge using the group work assessment rubric and presentation assessment rubric.

Competency 2: Demonstrate interpersonal skills that contribute to positive work relationships.

Suggested Enduring Understandings	Suggested Essential Questions
1. Teamwork skills must be implemented in order to create positive work relationships. 2. Human relations skills including attitudes, behaviors, manners, courtesies, and handling criticism are necessary for a positive working environment.	1. What are teamwork skills, and how are they beneficial? 2. How do proper human relations skills contribute to developing positive work relationships?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate teamwork skills.	a. Use information from http://www.ndt-ed.org/TeachingResources/ClassroomTips/Teamwork.htm to describe and demonstrate teamwork skills. Explain the benefits of teamwork and how they contribute to a positive working environment.	a. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.
b. Develop skills needed to maintain effective working relationships.	b. Describe human relations skills in the workplace including attitude, behavior, common manners and courtesies, and accepting criticism. Have students role-play to identify improper human relations skills including attitudes, behaviors, manners and courtesies, and ways of handling criticism.	b. Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of proper human relations skills.

Competency 3: Demonstrate the ability to interact and handle conflict in the business environment.

Suggested Enduring Understandings	Suggested Essential Questions
1. In order to properly solve customer issues, effective customer service skills must be implemented. 2. Problem-solving and negotiation skills are necessary for handling conflict in the business environment.	1. What are effective customer service skills? 2. What are the problem-solving steps, and how are negotiation skills used to handle conflict?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate the use of proper procedures for solving customer issues using effective customer service skills.	a. Ask students, "Have you ever had a bad experience with a customer service person?" Have students brainstorm positive characteristics and prepare a written report of an effective customer service representative. Use information and scenarios from http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Deal%20with%20Difficult%20Customers to demonstrate how to deal with difficult customers. Have students	a. Use the Written Report Assessment to evaluate the written report for student understanding of an effective customer service representative. Use the Role-Play or Skit Assessment Rubric to evaluate skits and

		enact the scenarios from the Web site. Use information from http://money.howstuffworks.com/customer-service.htm to discuss the characteristics of an effective customer service representative. Have students work in teams to write scenarios to demonstrate effective and ineffective customer service techniques. Have students role-play the scenarios.		role-plays for student understanding of appropriate ways to deal with difficult customers using customer service techniques. Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of appropriate ways to deal with difficult customers using customer service techniques.
b.	Demonstrate problem-solving and negotiation skills.	b.	Present the steps for resolving workplace conflicts (http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Resolve%20Workplace%20Conflicts). Have students demonstrate the steps using the scenarios from the Web site. Use information from http://www.gdrc.org/decision/problem-solve.html to demonstrate problem-solving skills. Have students outline the steps for resolving workplace conflicts. Have students identify a problem and use the problem-solving process to find a solution. Have the class discuss and analyze their findings using a blog or discussion board.	b.	Assess student understanding by observing contributions to class discussions and participation in activities and assignments. Evaluate student understanding by checking the blog or discussion board for content and comprehension.

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Business Fundamentals I

Unit 3: Professional Development

Competency 1: Research career opportunities and employment skills.

Suggested Enduring Understandings	Suggested Essential Questions
1. Certain criteria are essential for self-development. 2. A variety of business career opportunities is available. 3. Certain business documents such as a resume, letter of application, and so forth are needed when applying for a job. 4. Appropriate interview skills are needed when obtaining a job in the business environment.	1. What criteria are necessary for self-development? 2. What business career opportunities are available? 3. What business documents are needed when applying for a job? 4. What interview skills are needed to obtain a job in the business environment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply criteria for self-development.	a. Define self-esteem, self-concept, personality, and personal appearance. Determine the students' personal skills and interests using personal interest surveys found on the Web. Use a multiple learning styles inventory to determine students' learning styles and interests. Assess students' reading, writing, and math skills. Using the Internet, investigate time management concepts and techniques. Explain guidelines to follow in prioritizing and scheduling activities.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate student participation by using a teacher created checklist for the interest survey, learning style inventory, and educational skills. Evaluate the research looking for content and correctness using a checklist.
b. Explore career opportunities in business.	b. Have students use the online Occupational Outlook Handbook (http://www.bls.gov/oco/) to research salary and educational requirements and create a PowerPoint presentation. Have students to use the Internet or newspapers to search for a job for which they are qualified and make a presentation to the class. Have a local business owner speak to the class about qualities that an employer looks for in an applicant.	b. Evaluate career presentation using the Presentation Assessment Rubric. Evaluate presentations with the Presentation Assessment Rubric. Check student participation by

			Have students assess the presentation and write a summary of what they learned using the Guest Speaker Evaluation Form.		observation.
					Evaluate the summary included on the Guest Speaker Evaluation Form to ensure that relevant points presented by the guest speaker are included.
c.	Create an application letter, a resume, a follow-up letter, and a letter of resignation.	c.	Use technology to show students exemplary and poor-quality examples of resumes, cover letters, and follow-up letters. Have students identify errors in the examples. Have students create an electronic career portfolio to include an application letter, a resume, a follow-up letter, and a letter of resignation.	c.	Evaluate document using the Business Letter Assessment Rubric, Resume Assessment Rubric, and Portfolio Evaluation Checklist.
d.	Demonstrate appropriate interview skills.	d.	Discuss appropriate interview techniques, and have students participate in mock interviews. Have students prepare and send follow-up letters to mock interviewers. Discuss proper procedures for resigning from a position.	d.	Evaluate interviews using the Interview Assessment Rubric. Evaluate letters using the Business Letter Assessment Rubric. Evaluate student understanding by observation.

Competency 2: Demonstrate appropriate workplace ethics.

Suggested Enduring Understandings

1. Proper behaviors are necessary for businesspeople to be ethical and successful in the workplace.
2. Privacy issues and safeguarding information are very important in the business work environment.
3. Sexual harassment and hostile work environments exist in the workplace.
4. Ethical behavior and communication are essential in the business work environment; in addition, unethical behavior has consequences.

Suggested Essential Questions

1. What are the proper behaviors for businesspeople in the workplace?
2. Why are privacy issues and safeguarding information so important in the business work environment?
3. What types of sexual harassment and hostile work environments exist in the workplace?
4. Do ethical and unethical behaviors have rewards and consequences in the work environment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Critique the behavior of entrepreneurs, businesses, and/or managers to determine whether their actions and decisions are ethical.	a. Use the scenarios at http://inc.com/multimedia/slideshows/content/the-biggest-ceo-blunders_pagen_1.html to discuss unethical conduct of CEOs and possible consequences of their misbehavior. Have students use the Internet to research additional information related to the executive of their choice and then write a narrative from the perspective of a person who was affected by the actions of the executive they chose. Discuss the cases of business executives accused of unethical conduct and the consequences of their conduct. Have each student use the Internet to research and prepare a written report on unethical activities performed recently by large companies and the impact on employees and customers.	a. Evaluate student posters using the Poster Assessment Rubric. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate student understanding by asking questions to ensure that students understand the crime committed by the executive and how the crime affected other people. Use the Written Report Rubric to assess student reports.
b. Discuss privacy issues and safeguarding information in the business environment.	b. Ask students, "Do you know someone who has been a victim of identity theft?" Use their responses to lead a class discussion of the importance of safeguarding personal information collected from others in the course of transacting business. Profiles of identity theft victims are available at http://www.privacyrights.org/. An alternate activity could be to present a profile from the site and ask, "How would you respond if this happened to you?" or "What could you do to prevent this from happening to you?" Present information related to identity theft from http://money.howstuffworks.com/identity-theft.htm. Have students work in teams to create a poster presenting information from the site. Use information available at http://www.privacyrights.org/ to discuss privacy issues related to identity theft, background checks, finances, using the Internet, medical records,	b. Ask questions to ensure that students understand the crime committed by the executive and how the crime affected other people. Use the Presentation Assessment Rubric to assess student presentations. Use the Written Report Assessment Rubric to assess student reports.

		telecommunication and telephone communications, and public and government records. Have students use the information available at this site to prepare a two-page report that describes the issue and presents ways the issue can be prevented or resolved.		
c.	Explain concepts of sexual harassment and a hostile work environment.	c.	Discuss the different types of sexual harassment, and identify the different characteristics of a hostile work environment. Research an article in the news that deals with sexual harassment in the workplace. Write a summary of the article, and discuss the type of sexual harassment that was demonstrated and the consequences.	c.	Assess student understanding by observing contributions to class discussions and participation in activities. To assess student work, use the Written Report Assessment Rubric.
d.	Discuss ethical ways of communicating and the consequences of unethical conduct.	d.	Lead the class in a discussion of ethical work habits. Present scenarios that demonstrate ethical and unethical work habits, and have students critique them. Lead a class discussion in which you define ethics and etiquette as well as related terms, and discuss their importance in the workplace. Include honesty, confidentiality, integrity, punctuality, commitment, accountability, dependability, creativity, empathy, initiative, assertiveness, cooperation, willingness to learn, and proper notice of resignation.	d.	Observe as students critique scenarios related to work habits. Ask questions to ensure that students understand the crime committed by the executive and how the crime affected other people.
e.	Explain the employee's role in expense control.	e.	Discuss different ways that an employee affects expenses of a business including time spent on task, and working efficiently and effectively. Students will discuss what they feel is their role in expense control.	e.	Assess student understanding by observing contributions to class discussions and participation in activities.
f.	Discuss the role of ethics in operations.	f.	Discuss ethical issues related to spamming, business e-mail, use of nonbusiness Web sites for personal use, and the appropriate use of the Internet. Have students use the Internet to search for current articles and/or case studies related to business ethics. Have them prepare and present a report and an electronic slide presentation of their findings.	f.	Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Evaluate research for content and appearance.

Competency 3: Demonstrate appropriate business etiquette skills.

Suggested Enduring Understandings

1. Understanding the appropriate greetings and introductions is important in the business work environment.
2. Proper table etiquette is essential to know and demonstrate in a business setting.
3. Business etiquette procedures are different across the globe.

Suggested Essential Questions

1. What are the appropriate greetings and introductions in business etiquette?
2. What are the proper dining etiquette procedures in a business setting?
3. How does business etiquette differ in other countries in comparison to the U.S.?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate appropriate greetings and introductions.	a. Discuss and demonstrate proper business etiquette, i.e., proper introduction, handshake, and posture. Have students role-play proper business etiquette procedures.	a. Ask questions to ensure that students understand the business etiquette. Evaluate students by using the Role-Play or Skit Assessment Rubric.
b. Demonstrate appropriate table etiquette in a business setting.	b. Demonstrate the proper procedures for dining etiquette, i.e., position of utensils, placing napkins, tipping, and so forth. Have students create a poster and identify the names and positions of the dining utensils. Define proper etiquette terms such as entrée, appetizer, a la mode, and so forth, and have students create a crossword puzzle using the terms.	b. Ask questions to ensure that students understand proper dining etiquette. Evaluate students by using the Poster Assessment Rubric. Use peer review to assess student-created crossword puzzles.
c. Compare and contrast international business etiquette strategies.	c. Have students research and present business etiquette for various countries. Students could each be assigned a particular country to research using the Internet and then prepare a poster or presentation outlining etiquette skills in their assigned country. In small groups, students could compare the etiquette skills that they researched to American business etiquette practices.	c. Evaluate student presentations using the Presentation Rubric.

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For additional references, activities, and Web resources, please refer to the Business and Management
        P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Business Fundamentals I

Unit 4: Economics

Competency 1: Apply basic economic concepts.

Suggested Enduring Understandings	Suggested Essential Questions
1. The interaction of supply and demand affect equilibrium price. 2. Microeconomics and macroeconomics have a direct relationship. 3. Supply and demand have an effect on each other.	1. How do supply and demand affect equilibrium price? 2. What is the relationship between microeconomics and macroeconomics? 3. How does demand affect supply?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define terms and concepts related to economics.	a. Have students use the Internet to define basic economic terminology to include the following: opportunity cost, trade-offs, productivity, inflation, deflation, monopoly, free enterprise, oligopoly, conglomerate, goods, services, resources, factors of production, infrastructure, land, labor, capital, entrepreneurship, scarcity, utility, traditional economy, market economy, command economy, mixed economy, capitalism, communism, socialism, economies in transition, productivity, gross domestic product, gross national product, inflation, consumer price index, producer price index, unemployment rate, business cycle, expansion, recession, depression, recovery, prosperity, supply, demand, tangible goods/intangible services, durable goods and non-durable goods/staple goods, and impulse items. Lead a classroom discussion of land, labor, capital, and entrepreneurship. Have students use the Internet to find examples of each resource and why we need each and how we use each type to meet the needs of the consumer. Have students use the Blackboard discussion board to continue their discussion. Use the Virtual Economics CD to search for economic resources. Use the publication *Economics and the Environment: Ecodetectives*. Use Lesson 10, "Why Drive When You Can Ride?" This is a good way to teach the concept of a cost/benefit analysis and the use of economic resources.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Assess student understanding by using a teacher-developed discussion board rubric. Assess student understanding by observation. Use the Presentation Assessment Rubric to assess student work and understanding.

		Students will design and create a project titled "Types of Goods and Services." Students will use the computer to locate graphics, which will be inserted into a document to illustrate the items that are marketed to include five tangible goods, five intangible services, five durable goods, and five nondurable goods. The result will be that students will apply information discussed on items that are marketed to actual products/services in today's marketplace.		
b.	Construct and graph supply and demand schedules.	b.	Use the Blackboard Web site for the electronic slide presentation for supply and demand from Baseline Communications and the Marketopolis Island activity. Students will chart the supply and demand curve based on the data given in the activity.	b.	Assess student participation using the Presentation Rubric.
c.	Describe how the laws of supply and demand interact.	c.	Use the Virtual Economics CD or other resources to locate supply and demand activities.	c.	Assess student understanding by observing contributions to class discussions and participation in activities.
d.	Analyze the importance of imports and exports.	d.	Define imports, exports, barter, trade, embargo, international trade, domestic trade, tariff, and balance of trade. Use the Virtual Economics CD or other resources to locate lesson plans and games for the concept of imports and exports.	d.	Use the teacher-created crossword puzzle to test on vocabulary words. Assess student understanding by observation.
e.	Compare the relationship of microeconomics and macroeconomics.	e.	Using the lesson plans on the Virtual Economics CD or other resource, teach the concepts of microeconomics and macroeconomics. Have students create songs or poems reflecting their ideas of one of the concepts to share with the class.	e.	Use the Presentation Assessment Rubric to evaluate student understanding.

f.	Discuss production and production activities.	f.	Define the term "production," the process of creating, expanding, manufacturing, mass production, or improving on goods and services. Students will classify production activities including growing, extracting, and manufacturing.	f.	Assess student understanding by observing class discussions and participation in activities. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

Competency 2: Examine the characteristics of economic systems, and discuss the relationships among them.

Suggested Enduring Understandings	Suggested Essential Questions
1. There are many types of economic systems. 2. Economic freedom is not available in all areas of the world. 3. Organized labor can be a benefit or deterrent to economic growth. 4. Global economic systems are different from those in the United States. 5. The stock market and its activities play a major role in the economic wellness of our country. 6. The American Banking System contributes to the stability of our economy.	1. What types of economic systems exist in our society? 2. What is economic freedom, and why is it important to you? 3. How does organized labor affect the economy in the United States? 4. How do global economic systems differ from those in the United States? 5. What is the importance of the stock market in our economy? 6. Why is it important for the American Banking System to remain stable for our economy?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare the types of economic systems.	a. Describe the types of economic systems to include market economy, command economy, mixed economy, and traditional economy. Create a Blackboard discussion forum to continue class discussion.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Discuss the meaning of economic freedom and its essential elements.	b. Use the Virtual Economics CD's Lesson 5, "Economic Freedom: How Important Is It?" from *Middle School World Geography: Focus on Economics* to review the importance of basic economic freedoms; the Virtual Economics CD's Lesson 8, "Ideas That Changed the World," from *Middle School World Geography: Focus on Economics* to review the productivity and its connection to the standard of living; and the Virtual Economics CD's Lesson 4, "How to Privatize" from *From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business*	b. Assess student understanding by observing contributions to class discussions and participation in activities.

	Classes to review privatization.	
c. Discuss the role of organized labor on the United States economy.	c. Use the Internet to define essential terms in organized labor and business to include labor union, right-to-work law, collective bargaining mediator, binding arbitration, and strike and featherbedding. Create a Blackboard discussion forum or Wiki to post terms.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Describe the American Banking System.	d. Using materials provided by the Mississippi Bankers Association, give the class an overview of the American Banking System, and have students participate in a realistic check writing and bank reconciliation activity.	d. Observe student responses for understanding, and review checks and bank reconciliation for accuracy.
e. Compare and contrast domestic and global economic systems.	e. Use the Internet to identify and differentiate among the three milestones in recent progress toward worldwide free trade including the World Trade Organization, the North American Free Trade Agreement, and the European Union. Have students write a one-page report one of the agreements.	e. Use the Written Report Assessment Rubric to evaluate student reports.
f. Explain the operation of the stock market.	f. Participate in a Stock Market Simulation Game. Be familiar with the following terms: preferred stock and common stock, stock, stockholder, stock broker, share, bull market, and bear market.	f. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 3: Examine economic indicators and trends such as production, distribution, and consumption of goods and services.

Suggested Enduring Understandings

1. A healthy economy is demonstrated by economic indicators.
2. The unemployment rate can adversely affect the economy.
3. A country's standard of living is determined by economic factors.
4. The scarcity of resources can determine how goods and services are produced and distributed.
5. The Gross Domestic Product is the value of all goods and services produced over a period of time.
6. The Consumer Price Index is the value of a selection of goods and services purchased by a typical American family.

Suggested Essential Questions

1. What are indicators of a healthy economy?
2. How does the unemployment rate affect the economy?
3. What factors contribute to a country's standard of living?
4. How does the scarcity of resources determine how goods and services are produced and distributed?
5. How do the consumer price index and the gross domestic product differ?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss economic indicators.	a. An alternative to asking students to name some indicators of the economy's economic health is to	a. Assess student understanding by

		provide opposing categories listing some traditional economic indicators and some alternative economic indicators and asking students to compare the lists. Have students use the Internet to research a given country to compare price differences for household items sold in the United States. Traditional economic indicators include the following: o The stock market o GDP and GNP per capita (see below) o Unemployment rate o Inflation rate o Alternative economic indicators include the following: Adult literacy rate Children living in poverty Number of homeless people Amount of leisure time	observing contributions to class discussions and participation in activities. Assess student understanding by observing contributions to class discussions and participation in activities.
b.	Define and discuss the terms "consumer price index" and "gross domestic product."	b. Have students use the Internet to define and discuss terms important to the growth of the economy such as economic growth, consumer price index (CPI), recession, inflation, business cycles, depression, gross domestic product (GDP), trade surplus, trade deficit, exporting, and importing.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c.	Explain how unemployment impacts the economy.	c. Use the Internet to research and create a summary on the 1950s, 1960s, and 1970s and the jobs people could get with just a high school education that paid enough to support a family, buy a house, pay for a college education for children, and retire with a pension (retirement income) plan. Ask students, "Why do you think it is important to pay people a living wage regardless of their educational level? Why not?" Using the articles from the Web site http://www.teachingeconomics.org, divide students into two groups. Give each member of each group one of the two articles included with the lesson plan "Underemployment" or "Shrinking Benefits." Ask the students to silently read his or her article and then discuss it with the group. Explain that the task will be to share the information in the article with the other group. Ask one person to serve as scribe to summarize the article and record the main points.	c. Assess student understanding by observing contributions to class discussions and participation in activities. Use the Group Work Assessment Rubric to evaluate student work.
d.	Explain how economists compute a country's standard of	d. Students will use the Internet to define the standard of living.	d. Use observation in a classroom discussion to determine student

living.	Have students use the Internet to research a given era to compare price changes for household items.	understanding.

Assess student understanding by observing contributions to class discussions and participation in activities. |
| e. Explain how the scarcity of productive resources (e.g., human, capital, technological, natural, etc.) requires the development of economic systems to make decisions about how goods and services are produced and distributed. | e. Have students complete one-page summaries of the current day economic struggles such as devastating hurricanes, earthquakes, or oil spills, bank crashes, mortgage crashes, and so forth and their roles in the economy. | e. Assess student understanding by observing contributions to class discussions and participation in activities. |

Competency 4: Demonstrate the ability to apply and interpret social studies tools (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.).

Suggested Enduring Understandings

1. It is important to understand how to interpret social studies tools.
2. Political cartoons are good tools to help us learn economic concepts.
3. Primary and secondary sources of information can be used for research.
4. Special purpose maps help us understand economics in our area.

Suggested Essential Questions

1. Why is it important to have the ability to interpret charts, graphs, tables, and time lines relating to economics?
2. How do political cartoons help you understand economic concepts?
3. What is the difference between primary and secondary sources of information?
4. How do special purpose maps help us understand economics in our area?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Interpret special purpose maps.	a. Using the Internet, locate special purpose maps for your community. The students will interpret the maps in relation to economics.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Analyze information on graphs, charts, tables, and time lines.	b. Determine equilibrium price on supply and demand schedules and curves.

Create a time line from the Great Depression to the present showing economic trends. | b. Assess student understanding by observing contributions to class discussions and participation in activities. |

			Assess student time lines by using a timeline rubric generator on the Internet.
c.	Analyze political cartoons.	c. Using the Internet, research political cartoons relating to economics. Present findings to the class in a chosen style of presentation.	c. Assess student presentations using the presentation rubric.
d.	Utilize primary and secondary sources.	d. Visit the school library to locate primary and secondary resources related to economics. The students will create posters presenting the information.	d. Assess student posters using the poster rubric.

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For additional references, activities, and Web resources, please refer to the Business and Management
P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

Refer to the article "Five Crucial Components of a Business Plan" available at http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178 for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

Electronic Slide Presentation Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Employee Performance Presentation Evaluation Form

Name _____ Date _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. If you were a manager or supervisor, how would you apply this information in the workplace?

_____

_____

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_____

Group Work Assessment Rubric

	Highly Successful **3 points**	**Meeting Success** **2 points**	**Experiencing Difficulty** **1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

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_____

_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

____Extraordinary   ____Excellent   ____Good   ____Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Interview Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dressed appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

Resume Assessment Rubric

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Safety Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Saving and Investing Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

_____

_____

_____

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_____

_____

Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

      1. _____

      2. _____

      3. _____

      4. _____

      5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

_____

_____

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Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

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CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Web Page Evaluation Checklist

NAME: _____   DATE: _____   PERIOD: _____

Review the Web page evaluation criteria described in detail on the following Web site:

Evaluating Web Pages http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author's qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Web Page Evaluation Checklist (Cont.)

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Management Fundamentals**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

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Management Fundamentals

Unit 1: Introduction to Business Management

Competency 1: Review educational, occupational, and leadership opportunities in Business Management

Suggested Enduring Understandings

1. Students will understand rules and regulations for the local school.
2. The Business pathway presents career opportunities and emerging technologies.
3. Students' career and educational plans should remain updated.
4. Leadership opportunities are available to students in the school and in the community.
5. Business leaders play a role in our democratic society.

Suggested Essential Questions

1. What are some of the school rules?
2. What are some of the careers you would like to research in this class?
3. Why should you update career and educational plans?
4. What leadership opportunities are available to you as a student?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Review student rules and regulations for the local school.	a. Discuss learning goals for the unit. As each concept is taught, present assessment criteria for each assignment to ensure that students understand standards and expectations.	a. Monitor group activities throughout the unit to assess student understanding and to ensure that all members participate.
b. Investigate career opportunities and emerging technologies in the Business pathway.	b. Have students work in groups based on their learning styles or interests and use the Internet, college catalogs, industry publications, and other information to research a list of careers for which they will be qualified upon program completion and postsecondary educational opportunities that will be available to them. Have each group present its findings by developing a game, compiling a booklet, or creating a bulletin board.	b. Evaluate the career and educational opportunities project for content and delivery.
c. Update the students' career and educational plans.	c. Explain educational and career opportunities that will be available to students after they complete the program. Have students use the Internet to research the technology introduced each year since the year they were born. Technology can be related to various fields including health, engineering, science, art, and agriculture. Students will then create a time line using the researched information.	c. Evaluate the career project for content and delivery.
d. Identify and describe leadership opportunities available from student youth organizations in the school and community.	d. Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.	d. Evaluate the CTESO presentation for content and delivery.
e. Examine the role of business leaders and	e. Have students read the article "Is the Role of a Leader Changing?" that is available at	e. Assess understanding based on participation

| | their responsibilities in a democratic society. | http://discussionleader.hbsp.com/goldsmith/2007/11/the_leader_of_the_future.html. Lead a classroom discussion using the following discussion starters: How is the role of a business leader changing? Will the qualities of a great leader be different in the future, or is great leadership timeless? | in class discussion. |

Competency 2: Plan and develop an electronic portfolio

Suggested Enduring Understandings
1. Students will create a quality electronic portfolio.

Suggested Essential Questions
1. What is an electronic portfolio, and why do I need one?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the use and development of the electronic portfolio.	a. Discuss the writing process. Explain the process of creating an electronic portfolio. Discuss materials to be included, and present guidelines for organization and appearance.	a. Evaluate the electronic portfolio using the Portfolio Evaluation Checklist.
b. Create and maintain an electronic portfolio.	b. Continue with the development of the electronic portfolio.	b. Use a rubric to evaluate components of the electronic portfolio.

Competency 3: Review safety in the classroom and lab

Suggested Enduring Understandings
1. Students will learn proper safety procedures in the classroom.

Suggested Essential Questions
1. What are some safety concerns for the classroom?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the proper classroom and personal safety procedures to include fire extinguishers, electrical precaution, clothing, jewelry, eye protection, and so forth.	a. Invite a guest speaker from industry to discuss potential workplace health hazards. If this is not possible, have students interview two to three industry members about job safety, safety tips, and safety procedures for businesses. From the interview, have students use technology productivity tools and the writing process to write a paragraph summarizing their qualitative research.	a. Assess student understanding by using a rubric to evaluate the written paragraph on safety procedures.
b. Care for and use computer hardware correctly.	b. Have each student use the Internet or other resources to research safety issues and procedures. Have students present findings to the class by writing and producing a play, creating a slide show, leading a panel discussion, or writing a new law.	b. Have students self-evaluate and peer evaluate their classmates' safety-related projects.
c. Recognize the potential hazards of computer equipment.	c. Provide students with case studies or scenarios that describe various hazardous situations. Have students work in teams of three or four to analyze the case studies or scenarios by applying the appropriate rules and procedures and developing ways to prevent workplace hazards and apply	c. Assess each student's safety knowledge with a test administered via the Blackboard Learning System. Print and file the completed

		test for documentation. Each student must score 100% accuracy before being allowed to participate in lab activities.

Competency 4: Describe legal implications related to the use of technology.		

Suggested Enduring Understandings
1. Students will learn copyright laws.
2. There are legal implications by agreeing to the end user license agreement.

Suggested Essential Questions
1. Do I need to be concerned about copyright laws and the internet?
2. Who or what is a EULA?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research the Copyright Law of 1976.	a. Discuss the origin of the Copyright Law of 1976 using information available at http://www.arl.org/pp/ppcopyright/copyresources/ copytimeline.shtml. Discuss historical information as an introduction to the copyright issues.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Provide feedback to students regarding their performance on activities and assignments. To ensure mastery, provide opportunities for them to review their work and make revisions.
b. Discuss software copyright issues.	b. Have students read and discuss information on the following Web sites: 10 Big Myths About Copyright Explained (http://www.templetons.com/brad/copymyths.html) Copyright and K–12: Who Pays in the Network Era? (http://www.ed.gov/Technology/Futures/rothman.h tml) Citing Electronic Sources (http://www.cyberbee.com/citing_sites.htm)	b. Observe student presentations of news events related to copyright issues.
c. Examine software licensing.	c. Discuss the purpose of software licensing agreements. Have students use the Internet to research and review copyright agreements. Have them look for unusual terms of use and read them aloud to the class.	c. Evaluate understanding based on participation in class discussion.
d. Outline Internet ethics and policies.	d. Discuss Internet ethics and policies and the local Internet policy. Have students sign agreements for Internet usage.	d. Evaluate student understanding based on agreement

to sign the Internet
policy.

Competency 5: Publish and interact with peers, experts, and other audiences using telecommunications

Suggested Enduring Understandings
1. Students will learn how to be safe online.
2. All Web sites are not created equal.

Suggested Essential Questions
1. How can someone steal my identity?
2. How do I determine if a Web site is valid or not?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research safety issues related to telecommunications and the Internet.	a. Have students view video clips about Internet safety for teens from at http://www.netsmartz.org/resources/reallife.htm#realamy. Have students complete the Internet Safety Information Sheet.	a. Evaluate understanding based on completion of the Internet Safety Information Sheet.
b. Develop personal safety guidelines that will be used when using telecommunications and the Internet.	b. Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present Internet safety information. Divide students into groups of four. Have each group visit http://www.getnetwise.org/ to research one of the following topics: Keeping children safe online Stopping unwanted e-mail and spam Protecting computers from hackers and viruses Keeping personal information private Share the Web sites http://www.missingkids.com and http://www.getnetwise.org/. Have students complete a teen safety reference sheet that includes information about the following: Internet safety guidelines for teens Strategies to enhance their ability to recognize dangers on the Internet Information about how to report victimizations to a trusted adult	b. Assess student understanding by observing contributions to class discussions and participation in activities. Have students submit the teen safety reference sheet signed by a parent or guardian. Check reference sheets for accuracy.
c. Use browsers, search engines, and e-mail.	c. Demonstrate how to use a browser and a search engine to locate and create a free, Web-based e-mail account using filtered e-mail such as Gaggle.net.	c. Observe students as they use browsers, search engines, and e-mail.
d. Post information to discussion boards, blogs, wikis, and so forth.	d. Have students complete a teacher-created webquest to gain a foundation of knowledge of electronic mail. Make sure that students know the difference between SMTP, POP3, IMAP, and HTTP electronic mail protocols.	d. Evaluate the completed webquest by using a rubric.
e. Join and participate in appropriate, supervised list servers.	e. Use the Internet to search for educational listservs. Discuss their purpose and advantages. Have them to sign up for a listserv and create a weekly journal of what they have learned.	e. Evaluate the participation in the listserv by using a rubric for the journal.
f. Use an appropriate,	f. Create a private Ning for classroom journaling or	f. Evaluate

	supervised chat room to communicate with peers, experts, and other approved audiences.	open discussions.	understanding by participation.
g.	Evaluate Web page design techniques.	g. Have students create a checklist of Web page design elements and then use the checklist to evaluate Web pages located using a search engine.	g. Evaluate the completed checklists for accuracy and completeness.

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For additional references, activities, and Web resources, please refer to the Business and Management
        P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Management Fundamentals

Unit 2: Principles of Business Management

Competency 1: Describe management principles.		

Suggested Enduring Understandings	Suggested Essential Questions
1. The managerial functions are included in the management process, including planning, organizing, staffing, energizing, and controlling.	1. What are the managerial functions that are included in the management process?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the management process to include the managerial functions of planning, organizing, staffing, energizing, and controlling.	a. Discuss learning goals for the unit. Present assessment criteria for each assignment to ensure that students understand standards and expectations. Pre-assess students' knowledge using the Idea Box method. Questions and terms will be placed in a box, and students will be asked to pull out a card and discuss, rap, illustrate, or draw what they know and understand about the concept. Use the Idea Box method at the end of the unit as a post-assessment of student learning. Have students define terms related to management principles to include planning, organizing, staffing, implementing, controlling, business ethics, mid-management, management style, supervisors, and core values. Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present information related to the management process (http://media.wiley.com/product_data/excerpt/08/08186800/0818680008.pdf). Have students interview a local business manager about management-related topics such as decision making, achieving goals, organizational structure, employee expectations, and risks incurred in business. Have students prepare a report of findings using APA style (http://apastyle.apa.org/). This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx).	a. Assess student understanding by observing contributions to class discussions and participation in activities. Provide feedback to students regarding their performance on activities and assignments. To promote mastery, provide opportunities for them to review their work and make revisions. Assess students using the Group Work Assessment Rubric. Use the Interview Assessment Rubric to evaluate student interviews.

Competency 2: Evaluate employment information from multiple sources such as interviews, applications, references, and tests to make hiring decisions.	

Suggested Enduring Understandings

1. There is a relationship between the Title VII of the Civil Rights Act of 1964 and employment.
2. The Civil Rights Act of 1964 has important history.
3. There are certain situations in which employees or applicants may be asked to take tests.
4. It is important to evaluate employment applications and screen applicants prior to interviews.
5. Certain questions are deemed appropriate for interviews.
6. It is important for applicants to participate in interviews.
7. Hiring new employees is an important part of employment.

Suggested Essential Questions

1. How are the Title VII of the Civil Rights Act of 1964 and employment related?
2. Why is the Civil Rights Act of 1964 important?
3. Why may an employee or applicant be asked to take certain tests?
4. Why is it necessary to evaluate employment applications and screen applicants before interviewing?
5. What are appropriate interview questions?
6. Why is it necessary for applicants to participate in interviews?
7. What are the benefits of hiring new employees, and how is this an important part of employment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the relationship of Title VII of the Civil Rights Act of 1964 to employment.	a. Have students define terms related to employment, such as Civil Rights Act, EEOC, discrimination, applicants, job skills, interview, confidence, communication, diversity, benefits, employment application, work environment, and Fair Labor Act. Have students use the Internet to research the Title VII Civil Rights Act and the reason for its inception and present their findings to the class. Divide students into two teams, and have them debate whether the Civil Rights Act was effective or ineffective. Classroom debate how-to's may be found at the following Web sites: http://712educators.about.com/library/howto/ht debate.htm http://web.archive.org/web/20060503194518/http://w3.tvi.edu/~cgulick/roles.htm	a. Evaluate student debates using a teacher-created rubric. Assess student presentations using the Presentation Assessment Rubric. Evaluate student performance using the Group Work Assessment Rubric.
b. Research the history of the Civil Rights Act of 1964.	b. Ask students the following questions: What are civil rights? Do you know someone who has had his or her civil rights violated? What do you think happens when those rights are violated?	b. Evaluate student research of Title VII Civil Rights Act using the Web Page Evaluation Checklist. Have students use

		Have students complete Civil Rights Act of 1964 activities at http://www.archives.gov/education/lessons/civil-rights-act/. Activities include historical information, introductory materials, document analysis of the law, and research and discussion activities. Have students discuss their findings in the discussion board on Blackboard.			Use a teacher-created discussion rubric to check discussions for accuracy and participation.
c.	Describe situations in which employees or applicants may be asked to take tests.	c.	Invite a speaker from the Equal Employment Opportunity Commission (EEOC) to speak to the class regarding discrimination in employment and the rights of the worker. Have the speaker discuss the different kinds of discrimination that are found in the workplace and the proper filing procedures for those who can prove discrimination on the job.	c.	Use the Guest Speaker Evaluation Form.
			Have students discuss EEOC regulations related to testing of job applicants (http://www.eeoc.gov/policy/docs/factemployment_procedures.html).		Use observation to check for student understanding.
d.	Evaluate employment applications, and screen applicants to be interviewed.	d.	Obtain employment applications from local employers, and have students evaluate them for compliance with EEOC regulations.	d.	Assess student understanding by observing contributions to class discussions and participation in activities.
			Have students research job requirements and write job descriptions. Have them use word processing software to produce a help-wanted advertisement.		Use the Written Report Assessment Rubric to evaluate job descriptions.
e.	Develop appropriate employment interview questions.	e.	Have students develop appropriate interview questions and then write and present a skit that includes appropriate and inappropriate interview questions. Have students peer assess the scenarios.	e.	Evaluate the skit using the Role-play or Skit Assessment Rubric.
f.	Conduct employment interviews.	f.	Have a personnel director from a local business conduct employment interviews with students. Videotape the interviews, and have students self-assess their performance.	f.	Evaluate the student self-assessment of interviews.
g.	Hire employees.	g.	Have the interviewer rate each interviewee according to appearance, responses to interview questions, confidence, and communication skills and then make a hiring recommendation for each student based on the interview process.	g.	Evaluate interviews using the Interview Assessment Rubric.

Competency 3: Plan employee orientation and training using online resources.

Suggested Enduring Understandings	Suggested Essential Questions
1. Employee orientation and training are important parts of the employment process.	1. Why is it important to offer orientation and training for employees?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Develop appropriate employee orientation and training session.	a. Ask students the following questions: If you were required to conduct an orientation workshop for new employees, what kind of environment would you prepare? What facts would you provide?	a. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students define terms related to employee orientation and training to include orientation, OSHA, work compensation, W-4 Form, INS Form I-9, beneficiary, pension, mission statement, vision statement, and sick leave.	Check terms for accuracy.
	Have students review new employee orientation sites to discover the types of orientation activities in which new employees might participate (http://www.management-advantage.com/products/free-ee2.htm). Lead a class discussion of orientation activities.	Evaluate orientation activities for completeness and appropriateness.
	Have students work in teams to develop a plan for new employee orientation activities. Discuss the development of employee training plans. Provide a training scenario, and have students develop a training plan. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx).	Evaluate training plans for accuracy, completeness, appropriateness, neatness, and format.

Competency 4: Appraise employee performance.)

Suggested Enduring Understandings	Suggested Essential Questions
1. The steps of the management control process are setting standards, measuring performance, comparing performance with standards, and taking corrective action.	1. What are the steps of the management control process?
2. An employment procedures manual is essential for the workplace.	2. Why is an employment procedures manual needed necessary for the workplace?
3. Employee performance appraisals provide feedback to the employee.	3. How are employee performance appraisals beneficial for the workplace?
4. Problem performance and employees that are troubled can cause negative results in the workplace.	4. What are some of the consequences of an employee's problem performance, and what are some of the symptoms of a troubled employee?
5. Counseling and performance management	5. How can counseling and performance management procedures benefit employees

procedures are often needed for problem
employees.

6. Due process is an important part of the firing
process.

and the workplace?

6. What is due process, and why is it important?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the steps in the management control process to include (1) setting standards, (2) measuring performance, (3) comparing performance with standards, and (4) taking corrective action.	a. Have students define terms related to employee performance to include the following: Procedure manual, performance appraisal, employee appraisal, termination, due process, mediator, exit interview, promotion, transfer, discharge, and recruitment. Have students research the steps of the management control process including setting standards, performance measurement, and corrective action. Use their findings to lead a class discussion.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Check for student comprehension using observation.
b. Produce an employment procedures manual. (DOK3)	b. Have students work in teams to research employment procedures and develop a manual of employment procedures including employment, employment practices, and hiring practices (http://www.bizmanualz.com/pdf/samples/HRSample.pdf and http://humanresources.about.com/od/policysamples/a/policy_samples.htm). This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx).	b. Observe and evaluate the team presentations.
c. Conduct employee performance appraisals.	c. Discuss the importance of employee performance appraisals. Explain how employees receive feedback that benefits both the employee and employer. Have students get into pairs. Student A will be asked to perform a certain task, while Student B evaluates the performance. Have the students switch roles letting Student B perform a task, while Student A evaluates the performance.	c. Have students peer evaluate their performance in a given task. Use observation check for accuracy.
d. Describe problem performance, and identify symptoms of a troubled employee.	d. Lead a class discussion related to employee assistance programs (http://en.wikipedia.org/wiki/Employee_assistance_programs). Have students explain the purpose of employee assistance programs and list some of the resources offered by such programs.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Describe counseling and performance management procedures	e. Use a data projector to present the slide presentation "How to Help an Underachiever" found at	e. Assess student understanding by observing

for problem employees.	http://www.inc.com/multimedia/slideshows/content/sq-underachievers_pagen_1.html. Lead a class discussion of ways a manager can assist problem employees.	contributions to class discussions and participation in activities.
f. Describe procedures for firing an employee including due process.	f. Invite a guest speaker from a local business to inform students of the signs and symptoms of problem employees and to discuss strategies for improving employee performance. Ask the speaker to discuss laws related to hiring and termination of employees including due process. Have each student write a summary of what he or she learned using the Employee Performance Presentation Evaluation Form.	f. Use the Guest Speaker Evaluation to check for content and grammar.

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Management Fundamentals

Unit 3: Business Communication for Managers

Competency 1: Demonstrate business telephone procedures.	

Suggested Enduring Understandings

1. Good communication skills are key in representing the company that you work for in a positive light.
2. Always express professionalism in answering the telephone at work.
3. It is always appropriate to answer the telephone in a professional manner.

Suggested Essential Questions

1. Why is it important to have good communication skills when answering the telephone?
2. Why should slang not be used in answering a business phone?
3. Is it appropriate to use slang when answering the telephone at any time?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research the history of the telephone and its impact on business communication.	a. Ask students the following questions: Do you have a cell phone? If so, what kind of phone do you have? What features does your phone have? Do you use those features? How often? How does the cell phone differ from a business phone? Have students develop a time line using the information. Have students define terms related to business phone procedure including wireless, voice mail, text messaging, screening, answering machine, speed dialing, caller ID, call forwarding, call hold, call waiting, automatic callback, and conference call. Have students work in pairs to create a graphic of each term to represent their understanding of the meaning of the terms.	a. Assess students using the Written Report Assessment Rubric. Evaluate time lines for accuracy and completeness. Evaluate students by using word wall with related terms. Students will visit each term and write down what the term means and use in sentence. Check for student understanding by using the Group Work Assessment Rubric.
b. Demonstrate appropriate techniques for answering calls, placing calls on hold, and transferring calls.	b. Lead a class discussion of appropriate telephone procedures. Have a group of students perform a humorous skit that demonstrates inappropriate telephone procedures. At the end of the performance, have the class make a list of the inappropriate procedures included in the skit. Lead a class discussion of what procedures should have been followed.	b. Assess student understanding by observing contributions to class discussions and participation in activities.

c. Accurately record telephone messages.	c. Explain to students the steps for taking accurate telephone messages. Have students take telephone messages using message pads. Students will peer assess the messages for completeness and accuracy.	c. A rating checklist will be used by students to peer assess telephone messages for neatness, completeness, and accuracy.
d. Apply techniques for screening calls.	d. Explain procedures for handling difficult callers. Have students work in teams to create and present scenarios of how to handle difficult callers.	d. Evaluate scenarios for inclusion of appropriate procedures for handling difficult callers.
e. Research specialized equipment available for physically impaired telephone users.	e. Have students visit the local library to view telephone equipment used for physically impaired users.	e. Have students create a spreadsheet and graph in comparing the various types of services offered.
f. Demonstrate techniques for handling difficult callers.	f. Explain procedures for handling difficult callers. Have students work in teams to create and present scenarios of how to handle difficult callers.	f. Evaluate scenarios for inclusion of appropriate procedures for handling difficult callers.
g. Research wireless telephone services available for business use.	g. Have students research the different types of wireless telephone services that are available and the kinds of products offered and create a spreadsheet that compares various services, products, and prices.	g. Students will create a presentation board of the various wireless services available for oral presentation. The Presentation Assessment Rubric will be used for assessment.

Competency 2: Create business documents.

Suggested Enduring Understandings	Suggested Essential Questions
1. It is important that all major parts of a letter be used when writing business letters. 2. There are several different styles of business letters that can be used. 3. There are differences and similarities in a business letter and a personal letter. 4. It is important to plan and organize before business documents are written.	1. What are the major parts of a business letter? 2. What are the different styles of business letters that can be written? 3. What are the differences and similarities between a business letter and a personal letter? 4. Why is it important to plan and organize before writing business documents?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the parts of business letter.	a. At the beginning of the unit, use the question/answer method to determine students' prior knowledge of different kinds of letters. At the end of the unit, have students identify parts of the business letter and the different letter styles used. Use a data projector to present samples of various business and personal style letters. Explain the differences and similarities of a business style letter and a personal letter. Have students define terms related to business documents including the following: Block style letter, modified block style, and simplified	**a.** Assess student understanding by observing contributions to class discussions and participation in activities.

	block style, inside address, greeting, body, closing, memo, and reference initials.	
b. Correctly format business letters in the block, modified block, and simplified block styles and business envelopes.	b. Have students correctly format modified block, simplified block, and block style letters. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam.	b. Evaluate letters using the Business Letter Assessment Rubric.
c. Plan, organize, and create various business letters to include the following: Letter of request, persuasive letter, job offer letter, letter to unsuccessful job applicants, letter of refusal, sales and promotional letters, and handwritten thank-you note and envelope.	c. Have students write and format a letter of request to a college or university for college entrance information. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. Have students write a thank-you note to the college when requested information is received. Have students correctly format formal and simplified memorandums. Have students create a portfolio of letter and memorandum styles.	c. Evaluate letters using the Business Letter Assessment Rubric. Evaluate portfolios for neatness, completeness, and accuracy.
d. Critique business letters; proofread, edit, and make corrections.	d. Have students work in pairs to peer assess letters. Have students proofread and edit letters.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Plan, organize, and create formal and simplified memos.	e. Have students explain the difference between a memo and a business letter. Have students correctly format simplified memos to several businesses.	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Research a management-related topic, using electronic sources, and create a business report in APA style. (1) Examine online research techniques. a. Use a search engine. b. Critique	f. Have students research, write, and format a report in APA style (http://apastyle.apa.org/) on a teacher-approved, management-related topic. Have students present findings using an electronic slide presentation. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. Have students correctly format a business report including the following elements: Title page, table of contents, body, and bibliography. This assignment	f. Evaluate reports using the Written Report Assessment Rubric.

electronic resources for credibility, timeliness, viewpoint/bias, accuracy, usefulness, appropriateness, depth, and scope of information and the use of cited, reputable sources. (2) Preview report styles. (3) Plan, organize, and create a business report using word processing software. (4) Critique the report; proofread, edit, and make corrections.	should be designed to meet the certification standards for the Microsoft Office Specialist exam.

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Management Fundamentals

Unit 4: Business Procedures

<table>
<tr><td colspan="3">Competency 1: Demonstrate business use of mail, telecommunication systems, and office equipment.</td></tr>
</table>

Suggested Enduring Understandings	Suggested Essential Questions
1. A fax machine transmits images via phone lines. 2. E-mail should be used in an ethical manner. 3. Acceptable use policies help protect the owner of equipment, software, and Internet use.	1. How does a fax machine transmit information? 2. What are some of the improper ways to use e-mail? 3. Why is important to have an acceptable use policy in place?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research the origins of the U.S. Postal Service.	a. Have students define the following terms related to the business use of mail and telecommunications systems: Bulk mail, e-mail, networking, postage, postage meter, bar code, delivery confirmation, express mail, first class mail, facsimile (fax), telecommunications, analog, digital, modem, videoconferencing, junk mail, mailing lists, zip codes, automated, confidential, time zone, duplexing, toner, collate, copy log, image enlargement and reduction, and copy count.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
	Use the Flyswatter Terminology game to assess knowledge of mail and telecommunication terminology. Divide students into two teams. Post terms on a wall, and give one student from each team a flyswatter. Read each definition, and have students swat the matching term. The first student to hit the correct term scores two points for his or her team.	Check for student understanding by observation.
	Have students use the Internet to research the history of the U.S. Postal Service and create a time line. The time line will include the time in history and factual information along with a graphic or drawing illustration. Information related to the history of the U. S. Post the time line around the room in date/time line order.	Assess the business communications time line for completeness and accuracy.
b. Classify and process incoming, outgoing, and confidential correspondence.	b. Use a Graffiti Wall to pre-assess student knowledge of correspondence. The Graffiti Wall technique provides an opportunity for students to decorate a wall or space with graphics/pictures that represent what they understand about a topic.	b. Assess student contributions to the Graffiti Wall.
c. Demonstrate the use	c. Demonstrate the use of a facsimile machine, and	c. Assess student

of a facsimile machine.	explain all elements of the fax report.	understanding by observing contributions to class discussions and participation in activities.
	Have students use a facsimile machine. Have them locate and explain the elements of the fax report.	Check for student comprehension by observation.
d. Demonstrate ethical, appropriate use of business e-mail.	d. Have students research e-mail etiquette and then create and present a poster with a list of etiquette do's and don'ts.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Create an acceptable use policy using online resources and word processing software.	e. Present information to students regarding acceptable use policies. Discuss the importance and purpose of acceptable use policies (http://www.marshal.com/issues/acceptable-use-policy.asp and http://compnetworking.about.com/od/filetransferprotocol/a/aup_use_policy.htm).	e. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students create an acrostic. The first letter of each word included in the acrostic should spell the term "acceptable use policy." Each word in the acrostic should describe a characteristic of an acceptable use policy.	Have students peer assess acceptable use policies.
	Review the school's acceptable use policy, and have students make revisions and then retype the policy using word processing software.	Evaluate acceptable use policies for accuracy.
	Discuss the importance of an acceptable use policy. Have students work in groups to create an acceptable use policy for business Internet use. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx).	Check for student understanding by using the Group Work Assessment Rubric.
f. Describe the impact of science and technology on the historical development of business communication systems in the United States.	f. Have students research the impact of science and technology on the historical development of business communication systems in the U.S. Have students use the online creation tool found at http://www.readwritethink.org/materials/timeline/ to create a time line of business communication.	f. Assess student understanding by observing contributions to class discussions and participation in activities.

g. Use the Internet to research and compare features and prices of photocopier systems.	g. Demonstrate the features of a photocopier. Have students use word processing software to create a procedures manual for using photocopier features. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/offices pecialist/objectives/Word2003ExamSkillStandards .mspx).	g. Assess student understanding by observing contributions to class discussions and participation in activities.
h. Given a business scenario, select a photocopier appropriate for a specified purpose, and provide a rationale for the selection.	h. Have students refer to their procedures manual while making a photocopy. Present the following scenario to students, and have them simulate a business presentation: You are the chair of the equipment purchasing committee for your company. You are responsible for researching features and prices of photocopiers for the department for which you work. The department makes approximately 5,000 copies per day. Use the Internet to research and compare features and prices of three photocopiers that might be purchased by the department. Determine which machine best meets departmental needs based on cost effectiveness and efficiency. Prepare a report of your findings and an electronic presentation to present your recommendation to the committee. Your report and presentation should include your findings and provide a rationale for your recommendation. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/offices pecialist/objectives/Word2003ExamSkillStandards .mspx).	h. Assess student understanding by observing contributions to class discussions and participation in activities. Use the Role-play or Skit Assessment to check for student understanding.

Competency 2: Investigate time management concepts.

Suggested Enduring Understandings	Suggested Essential Questions
1. When scheduling appointments, there are guidelines to follow. 2. Time management techniques are important in the workplace.	1. What guidelines should be followed when scheduling appointments? 2. Why is it important to have good time management techniques?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain guidelines to follow when scheduling	a. Discuss time management. Why is it important? Ask students to discuss what might happen if they failed to use time management techniques.	a. Assess student understanding by observing

	Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strategies
	appointments.				contributions to class discussions and participation in activities.
			Have students define the following terms related to time management concepts: Calendar, recurring, appointments, time management, obligations, flexible, and chronologically.		Use the Blackboard Learning System to assess student understanding of terms and concepts of time management.
			Use information from http://www.mindtools.com/pages/article/newHTE_00.htm to discuss time management.		
			Have students use the features in Microsoft Outlook to schedule a day that includes appointments and an alarm to sound 5 minutes before the end of class.		
					Check appointments for accuracy.
b.	Research and compare common time management techniques.	b.	Have students use the Internet to research a time management tool and report their findings in an oral presentation.	b.	Evaluate oral presentations using the Presentation Assessment Rubric.
			Have students play the time management game at http://www.planetozkids.com/ozzoom/games/diner-shop-time-management-games.htm.		Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 3: Conduct formal meetings, and prepare related documents using technology.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. The secretary generally prepares and reads the minutes of a business meeting.	1. What is an agenda?
2. Robert's Rules of Order are the general rules to follow for the progression of a business meeting.	2. What is the accepted procedure to follow in a business meeting?
3. An agenda outlines the activities of a business meeting.	3. Who prepares the minutes in a business meeting?

Suggested Performance Indicators		**Suggested Teaching Strategies**		**Suggested Assessment Strategies**
a. Describe the process of planning and scheduling formal meetings.	a.	Have students complete the online pretest at http://www.rulesonline.com/home/Quiz.htm. At the end of the lesson, use the same test as a post-assessment.	a.	Assess student understanding by observing contributions to class discussions and participation in

		activities.
	Have students define terms related to formal business meetings to include agenda, minutes, call to order, and adjourn.	Evaluate student knowledge using a pretest and posttest on Robert's Rules of Order.
b. Prepare an agenda in an acceptable format using word processing software.	b. Have students create and correctly format an agenda for an FBLA meeting. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/offices pecialist/objectives/Word2003ExamSkillStandards .mspx).	b. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate agendas for completeness and accuracy.
c. List the steps to follow in planning a business meeting.	c. Have students role-play a business meeting using Robert's Rules of Order. Include inappropriate practices in the role-play, and have the class identify these practices as they observe the role-play.	c. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate participation in business meeting role-play.
d. Conduct a business meeting according to Robert's Rules of Order.	d. Conduct an FBLA meeting using Robert's Rules of Order. Have a student record meeting minutes on the board.	d. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate minutes for completeness and accuracy.
e. Prepare minutes in an acceptable format using word processing software.	e. Have students use word processing software to correctly format minutes of the FBLA meeting. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/offices pecialist/objectives/Word2003ExamSkillStandards .mspx).	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Discuss the similarities of business meeting procedures with the	f. Use a data projector to display the C-Span Web site at http://www.c-span.org. Click on the Watch Live link for the House or the Senate. Use a Venn	f. Assess student understanding by observing

| | operations of the U. S. Congress. | diagram (http://www.graphic.org/venbas.html; http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams/) to lead students in a discussion of the similarities between a meeting of Congress and a formal business meeting.

Have students list five things that they observed while watching the Congress in action. Use their lists to lead a class discussion. | contributions to class discussions and participation in activities. |

Competency 4: Plan a trip using online resources.

Suggested Enduring Understandings
1. A travel itinerary can be developed using word processing software.
2. A travel portfolio or brochure can be developed using word processing software.

Suggested Essential Questions
1. Which type of software would you use to prepare a travel itinerary?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Prepare a travel itinerary for a selected destination using word processing software.	a. Define terms related to business travel to include itinerary, layover, reservations, accommodations, expenses, budget, destination, and lodging.	a. Evaluate the travel itinerary for accuracy and completeness.
b. Prepare a travel budget and portfolio for the destination using word processing software	b. Have students use the Internet to develop a travel portfolio for a selected destination. The portfolio should include a correctly formatted itinerary, flight schedules, layovers, planned meal reservations, car rental and ground transportation information, and hotel accommodations. Provide portfolio guidelines, and have students work within a given travel budget.	b. Check portfolios for accuracy.

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P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

Refer to the article "Five Crucial Components of a Business Plan" available at
http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178 for a description of
each of the components of a business plan listed below. Include each of the sections listed below in a
simple business plan for your selected business venture. Prepare the business plan using word
processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

CTESO Presentation Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Case Study Assessment Rubric

NAME: **DATE:**   **PERIOD:**

	Excellent **4 Points**	**Accomplished** **3 Points**	**Needs Improvement** **2 Points**	**Unsatisfactory** **1 Point**	**Score**
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Electronic Slide Presentation Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Employee Performance Presentation Evaluation Form

Name:_____ Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. If you were a manager or supervisor, how would you apply this information in the workplace?

_____

_____

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Group Work Assessment Rubric

	Highly Successful **3 points**	**Meeting Success** **2 points**	**Experiencing Difficulty** **1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

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_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.		( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.		( )	( )	( )	( )	( )

2. Please rate the guest speaker:

_____ Extraordinary   ____Excellent   _____ Good   _____ Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Internet Safety Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information help a person be safe when using the Internet?

_____

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Interview Assessment Rubric

NAME: _____   DATE: _____ PERIOD: _____ __

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

5. How was the conflict resolved?

6. What was your favorite part of the story?

MS SBA Registration and Licensing Procedures Checklist

NAME: _____   DATE: _____   PERIOD: _____

Have students investigate the Web site of the Mississippi Small Business Development Center's State Office available at http://www.olemiss.edu/depts/mssbdc/FAQ.html to determine procedures for registration and licensing. Have them develop a brochure that outlines the procedures.

Criteria   Points

1. Brochure is designed according to standard design principles as outlined   /50

    in the *12 Rules of Desktop Publishing* (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).

2. Brochure lists and describes procedures for registration and licensing.   /30

3. Brochure copy is original work and is not plagiarized.   /30

4. Sources are cited in correct APA style.   /30

5. Brochure contains no grammar, spelling, or typographical errors.   /30

6. All Web-based sources are credible.   /30

TOTAL SCORE   _____

Highest Possible Score   200

Portfolio Evaluation Checklist

Criteria	Points
1. Portfolio is bound neatly in a three-ring binder.	/20
2. Title page is properly formatted with no typographical errors.	/20
3. Table of contents is properly formatted with no typographical errors.	/20
4. A labeled section divider is included for each unit.	/20
5. Five activities are included in each section.	/20
TOTAL SCORE	_____
TOTAL POSSIBLE SCORE	100

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are the following:

Resume Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Safety Presentation Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Saving and Investing Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

_____

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Sources of Government Funding Brochure Checklist

NAME: _____   **DATE:** _____   **PERIOD:** _____

Criteria	**Points**
1. Brochure is designed according to standard design principles as outlined in the *12 Rules of Desktop Publishing* (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
2. Brochure lists and describes sources of government funding for all countries listed in the assignment.	/20
3. Pros and cons of funding sources are listed.	/20
4. Brochure copy is original work and is not plagiarized.	/30
5. Sources are cited in correct APA style.	/30
6. Brochure contains no grammar, spelling, or typographical errors.	/30
7. All Web-based sources are credible.	/20
TOTAL SCORE	_____
Highest Possible Score	200

Travel Portfolio Evaluation Checklist

NAME: DATE: PERIOD:

Criteria   **Points**

1.   Portfolio is bound neatly in a three-ring binder.   /20

2.   Cover is designed according to standard design principles.   /30

3.   Table of contents is properly formatted with no typographical errors.   /20

4.   All components are included: /30

     Itinerary

     Flight schedules

     Layovers

     Planned meal reservations

     Car rental and ground transportation information

     Hotel accommodations, including prices and driving directions

5.   Itinerary is properly formatted with no typographical errors.   /30

6.   A labeled section divider is included for each component.   /10

7.   Portfolio includes a properly formatted travel budget.   /30

8.   Trip adheres to established budget limitations.   /30

TOTAL SCORE   _____

Highest Possible Score   200

Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

_____

_____

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Web Page Evaluation Checklist

NAME: _____ **DATE:** _____ **PERIOD:** _____

Review the Web page evaluation criteria described in detail on the following Web site:

- Evaluating Web Pages: http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author's qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Management Essentials**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586

Management Essentials

Unit 1: Business Operations and Security

Competency 1: Explain the functions of business operations.

Suggested Enduring Understandings	Suggested Essential Questions
1. There are several types of business operations necessary in order for a business to function properly. 2. Ethical guidelines are in place for safety on the Internet. 3. Technology is an important part of business operations.	1. What are the common types of business? 2. What types of operations software are used by your school or school district? 3. What are ways in which you use technology to do business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the types of business operations to include facilities management, logistics, scheduling, and safety.	a. Discuss common types of operations software to include project management, budgeting, scheduling, inventory, computer security, document management, and manufacturing automation. Have students use the Internet to research specific software packages of each type and then use spreadsheet software to prepare a purchase requisition that includes the software name, type, features, cost, and vendor name and contact information. Have students select an item they would like to purchase and locate an online business that sells the item. Have them use the site to simulate the selection and purchase of the chosen item and then discuss the site's features including ease of use, product selection, price, and design. Have them determine whether principles of price, product, place, and promotion were used and provide examples from the site in written report form.	a. Evaluate research for content and appearance. Assess student understanding by observing contributions to class discussions and participation in activities. Use the Written Report Assessment Rubric to evaluate student reports for accuracy and content.
b. Discuss the role of ethics in operations.	b. Discuss ethical issues related to spamming, business e-mail, and the use of the Internet. Have students use the Internet to search for current articles and/or case studies related to business ethics. Have them prepare and present a report and an electronic slide presentation of their	b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Evaluate research for content and appearance.

	findings.	
c. Describe the use of technology in operations.	c. Compare and contrast the types of computers including desktop, laptop, and personal digital assistant (PDA).	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
	Label the main hardware components of a computer including the CPU, CD-ROM/DVD drive, keyboard, mouse, monitor, printer, scanner, and modem.	Check for student understanding by using a teacher-created checklist.
	Have students use a digital camera or scanner to create digital pictures in gif or jpeg format and then insert the picture into a document using a graphics arts or Web page design program.	
	Review Internet terminology including Web server, filename extensions (.com, .edu, .gov), business-to-business (B2B) and business-to-consumer (B2C), uniform resource locator (URL) browser, and search engine. Assign one term to each student, and have each student print an example to show use of the technology.	Check for accuracy by observation. Assess student understanding by observation.

Competency 2: Discuss health and safety regulations in the workplace and procedures for reporting noncompliance.

Suggested Enduring Understandings	Suggested Essential Questions
1. Safety procedures are put in place to protect both people and equipment. 2. Computer equipment can potentially pose health hazards. 3. Laws are in place for workplace safety. 4. There are laws in place for noncompliance to safety guidelines.	1. What are some worker's rights in regard to workplace safety? 2. What are the potential health hazards when working with computer equipment? 3. What are some safety rules that are implemented at your school? 4. What are some consequences to federal guidelines?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify health concerns.	a. Have students work in teams and use the Internet to locate information related to health and safety in the workplace. Have each team locate the following: ○ The roles and responsibilities of the Health and Safety Authority in a specific state ○ Workers' rights and responsibilities in regard to health and safety in the workplace ○ Ways to avoid workplace. Have students use the Internet to identify health	a. Assess student understanding by observing contributions to class discussions and participation in activities.

Suggested Performance	Suggested Teaching Strategies	Suggested Assessment
	concerns (carpal tunnel syndrome, eye strain, falls, spills, burns, muscle strain, and unsafe equipment operation) in the workplace and then create a brochure that discusses health concerns, the cause, and solutions to the problem.	Assess student understanding by checking brochures for accuracy.
b. Review safety procedures for a given career field.	b. Have students use the Internet to locate information related to a given career field and review safety procedures for that field. Have them present their findings using an electronic slide presentation and explain why those procedures are needed and how the laws presented in Unit 5 apply to safety in that career field.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students demonstrate safety precautions used when using equipment such as a photocopier, scissors, a stapler, a hot glue gun, and extension cords in the workplace.	Evaluate student understanding by using the Role-play or Skit Assessment Rubric.
	Invite a local business representative to discuss procedures for emergency situations in the workplace.	
	Invite a human resource specialist to discuss his or her safety training plan. Have students take notes.	Assess student understanding by reviewing the students' Guest Speaker Evaluation Forms.
	Have students work in teams to create a safe work environment portfolio/policy/procedures manual for a local business to include safety rules, potential safety hazards, and solutions or preventions.	Evaluate student understanding by using the Group Work Assessment Rubric.
c. Investigate federal safety regulations and procedures for reporting noncompliance.	c. Have students tour the career–technical center to discover various health and safety regulations related to each occupational area. Have them work in teams to create a booklet for each program's health and safety rules and procedures.	c. Evaluate research for content and appearance.

Competency 3: Discuss purchasing activities to obtain business supplies, equipment, and services

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Following proper purchasing procedures assists in maintaining inventory. 2. Every time you make a purchase, steps in the purchasing procedure must be followed. 3. Everyone plays a role in the purchase and expense process.	1. What process should be following in replenishing inventory? 2. What decisions must to made in the purchasing process? 3. What is the employee role in expense control?

Suggested Performance	**Suggested Teaching Strategies**	**Suggested Assessment**

Indicators		Strategies
a. Explain purchasing procedures.	a. Discuss how businesses make their buying decisions to include the following decisions: What to purchase, when to purchase, from whom to purchase, and how to purchase. Use Access to set up inventory of supplies and implement a system to know when to replenish. Create another database for inventory.	a. Evaluate research for content and appearance
b. Discuss procedures for maintaining an inventory of supplies.	b. Discuss the business buying process to include the following steps: Problem recognition, product specification, supplier search, supplier selection, submit order, and review performance. Using Excel, have students develop a purchase plan for a list of proposed products for a business of the students' choice. Students will determine the price that will be charged for each listed product. They will then estimate monthly operating expenses for the business. Students will determine if the business has made a profit or a loss. Have students use the Internet to research online articles related to inventory systems. Have students write and prepare a summary on an article's information using word processing software and present the information to the class. Have students work in groups to participate in a role-play situation dealing with inventory in business situations.	b. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Use the Presentation Assessment Rubric to evaluate student understanding. Use the Group Work Assessment Rubric.
c. Discuss production.	c. Define the term "production," the process of creating, expanding, manufacturing, or improving on goods and services. Have students complete student-guided notes (fill-in-the-blank notes that students use as the teacher lectures) on the following inventory terms: Inventory, inventory management, just-in-time (JIT) inventory system, perpetual inventory system, physical inventory system, cycle counts, stock-keeping unit (SKU), dollar control, unit control, inventory turnover, basic stock list, model stock list, never-out list, real-time inventory system, and ASAP (as soon as possible).	c. Assess student understanding by observing contributions to class discussions and participation in activities. Check student-guided notes for accuracy.

	Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
d.	Describe production activities.	d. Students will classify production activities including growing, extracting, and manufacturing.	d. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

Competency 4: Implement quality-control processes to minimize errors and to expedite work flow.

Suggested Enduring Understandings	Suggested Essential Questions
1. Quality-control measures are in place to limit errors and ensure smooth workflow. 2. Quality control is utilized both at work and at home.	1. What is the difference between a good leader and someone who is simply supervising employees? 2. What is the role of good supervision in the quality-control process?

	Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a.	Identify quality-control measures.	a. Invite a guest speaker in management to speak to students on the importance of quality in the workplace. The teacher and students will be involved in a class discussion about the role of management in a horizontal organization and a vertical organization. Discuss the pros and cons of both systems.	a. Check for student understanding by reviewing the students' Guest Speaker Evaluation form. Assess student understanding by observing contributions to class discussions and participation in activities.
b.	Utilize quality-control methods at work.	b. Students will construct a box from paper materials to be used to package an egg. Once the container is constructed, the egg will need to be packaged in wrapping materials to protect the egg. The students may conduct a drop test to determine if the egg will survive a drop from the roof of a building. Students will apply the importance of quality control as they check to see if the egg survived the drop due to the packaging that is used in the product packaging.	b. Evaluate research for content and appearance.
c.	Describe the role of management in the achievement of quality.	c. The students or teacher will use role-play to demonstrate characteristics of an effective supervisor. All characteristics should be included in the demonstration including giving clear directions, training new employees, being consistent, treating employees fairly, being firm when necessary, setting a good example, delegating responsibility, and fostering teamwork. Discuss and differentiate between a good leader and someone who is simply supervising employees.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d.	Establish efficient operating systems.	d. Students will role-play business situations using the horizontal organization and the vertical	d. Assess student understanding by

				observing contributions to class discussions and participation in activities.

organization.

Competency 5: Implement expense-control strategies to enhance a business's financial well-being.

Suggested Enduring Understandings	Suggested Essential Questions
1. Items stole from businesses increase price and operating cost. 2. Employees play an important role in expense control.	1. What is the nature of overhead/operating cost? 2. What is the employee's role in expense control?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the nature of overhead/operating costs.	a. Students will give examples of items that get taken from places of business each day. Each student will then discuss the cost of each item and how that cost affects a business.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Explain the employee's role in expense control.	b. Students will research and create an electronic slide presentation on costs related to starting, managing, and operating a business. Students will discuss what they feel is their role in expense control.	b. Evaluate research for content and appearance. Assess student understanding by observing contributions to class discussions and participation in activities.

Management Essentials

Unit 2: Information Management

Competency 1: Apply filing procedures	

Suggested Enduring Understandings	Suggested Essential Questions
1. Information management is used by everyone daily. 2. An electronic filing system is necessary for easy retrieval of information. 3. Electronic storage media assist in keeping large amounts of data in limited space. 4. Knowing how long to keep records is essential to good information management.	1. What are ways information management is used in daily activities? 2. What are the benefits of having a good filing system? 3. What are the pros and cons of using electronic storage opposed to manual storage systems? 4. Why is it important to know how long to keep records?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Use the Internet to research federal laws related to confidentiality of records, and present findings.	a. Discuss learning goals for the unit. As each concept is taught, present assessment criteria for each assignment to ensure that students understand standards and expectations.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
	The Graffiti Wall technique provides an opportunity for students to decorate a wall or space with graphics/pictures that represent what they understand about a topic. At the beginning of the unit, use a Graffiti Wall to determine what the students know about filing management. At the end of the unit, have students add what they have learned to the wall.	Check the Graffiti Wall for accuracy.
	Using a cell phone or PDA, display the contacts as an introduction to a discussion of how information management is used by students every day.	Use observation to evaluate understanding.
	Have students research the Internet for federal laws related to confidentiality of records and discuss these with the class.	Evaluate Web-based research, and have students peer assess research using the Web Page Evaluation Checklist.
	Have students use the Internet to research the history of the Privacy Act of 1974 and the impact on business operations. Have students complete a one-page report on the act and its impact on business.	Using the written report assessment rubric, evaluate student work.

b. Discuss the importance of ethical conduct when working with sensitive information.	b. Lead the class in a discussion of the importance of ethical conduct when working with sensitive information. Have students work in groups to write scenarios demonstrating ethical and unethical conduct when working in the workplace.	b. Evaluate scenarios for understanding of ethical and unethical conduct by observing student demonstrations.
	Discuss with students the responsibilities of business owners concerning records maintenance according to federal law.	Evaluate student understanding by observation.
	Have students use the Internet to research and debate whether employees have privacy rights in a workplace.	Use the Debate Assessment Rubric to evaluate student activity.
c. Identify filing systems.	c. Describe the various types of records storage equipment. Have students take notes. Have students define terms related to information management including record clerks, surname, storage media, fields, record, file, database, requisition card, out guide, out folder, indexing, guides, retrieve, store, tickler file, alphabetically, chronologically, manually, sort, and code.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Discuss classification, retention of records, and storage methods for useful, important, and vital records.	d. Describe and demonstrate how to transfer and store inactive files. Have students use the Internet to research the various media used in filing and prepare a summary using word processing software.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. File records according to basic indexing rules for personal and business names manually and electronically.	e. Discuss and demonstrate the basic indexing rules for personal and business names. Have students practice using basic indexing rules for personal and business names.	e. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students perform manual filing activities for personal and business names. Have students peer assess the activities. Have students perform filing activities electronically using a database.	Evaluate filing activities for correct application of basic indexing rules.
f. Discuss electronic filing and storage media used for filing systems. (DOK3)	f. Have students create an electronic database using Microsoft Access.	f. Assess student understanding by observing contributions to class discussions and participation in

	activities.
Discuss the different types of electronic storage media such as CDs, floppy disk, hard drive, and servers.	Observe students to evaluate understanding.

References

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ARMA International. (2005). *Establishing alphabetic, numeric, and subject filing systems.* Retrieved
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Bailey, L. J. (2006). *Working* (4th ed.). Mason, OH: Thomson.

Barrett, C., Kimbrell, G., & Odgers, P. (2003). *Office skills* (3rd ed.). Mason, OH: Thomson.

Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management* (12th ed.). Mason,
OH: Thomson.

Kaliski, B. S., Passalacqua, D., & Schultheis, R. A. (2006). *Keeping financial records for business* (4th ed.).
Mason, OH: Thomson.

For additional references, activities, and Web resources, please refer to the Business and Management
P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Management Essentials

Unit 3: Management Applications

Competency 1: Investigate the role of American business in a global society.

Suggested Enduring Understandings	Suggested Essential Questions
1. American business is a part of the global society. 2. Entrepreneurs are the backbone of the economy.	1. What part does the United States play in the global society? 2. What does an entrepreneur do?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Determine the role of entrepreneurship in today's multicultural, global society.	a. At the beginning of the unit, pre-assess student knowledge of entrepreneurship by using the Closing Circle technique. Have students take turns sharing one thing they know about entrepreneurship. At the end of the unit, assess student knowledge by having them respond to four questions related to the unit. Have them write a response to each question on a 4-in. by 6-in. index card.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Analyze and discuss entrepreneurial opportunities in future trends.	b. Have students use the Internet to research information about Tom Anderson and how he started the MySpace Web site (http://en.wikipedia.org/wiki/Tom_Anderson_(My Space); http://en.wikipedia.org/wiki/MySpace; http://www.forbes.com/2006/01/04/myspace-dewolfe-anderson-cx_np_0104myspace.html; http://www.spiegel.de/international/spiegel/0,15 18,459685,00.html). Use the information to generate a class discussion on entrepreneurship. Have students complete the self-assessment at http://www.entrepreneur.com/startingabusiness/selfassessment/article84134-1.html and then discuss their entrepreneurial personality types. Lead a class discussion of the article "7 Habits for Business Success" available at http://www.entrepreneur.com/startingabusiness/selfassessment/article70826.html. Use a data projector to present the slide show available at http://inc.com/multimedia/slideshows/content/inc-5000-how-we-did-it.html. Lead a class discussion of the traits of successful entrepreneurs. Have students make a list of qualities of successful entrepreneurs and then discuss ways their personal skills and traits might be used to start	b. Evaluate the Venn diagram for accuracy and completeness.

	their own business.	
c. Outline the channels of distribution.	c. Define channels of distribution to include direct distribution, indirect distribution, wholesaler, retailer, and consumer. Define distribution to include the responsibility for moving, storing, locating, and/or transferring ownership of goods and services.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Analyze the various types of businesses in the channels of distribution.	d. Discuss the three ways of distribution to include transport products, receive products, and store products. (E1,E3,E5, R3,R5,R6, W1,W2,W3,W4,W5 CS2,CS4,CS5, EC2) Discuss time utility and place utility and how they relate to customer satisfaction in the distribution process.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Discuss the emergence of the United States' global business connections and the impact on U.S. business development and production.	e. Have students use the Internet to research the companies presented at http://finance.yahoo.com/career-work/article/103776/America's-Best-Young-Entrepreneurs-2007#table and then create and present a podcast about an assigned entrepreneur.	e. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Explore the various business ventures, and justify the selection.

Suggested Enduring Understandings	Suggested Essential Questions
1. Establishing a business has many steps and processes. 2. Examine the differences in franchises, global business, and starting a new business.	1. What is the difference in establishing a new business and buying a franchise? 2. What is a franchise?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate the advantages/disadvantages of buying an established business and starting a business.	a. Download the Lemonade Tycoon game available at http://www.download-free-games.com/simulation/lemonade_tycoon.htm, and have students play it as an introduction to the unit. Use activities from the game to start a discussion about what it would be like to own a business.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Evaluate various business opportunities.	b. Have a local business owner speak to the class about starting and owning a non-franchise business	b. Evaluate scenarios to determine whether students understand the responsibilities of business ownership.
c. Investigate the challenges of entering a family business.	c. Have students research the responsibilities of starting a business at http://www.toolkit.com/small_business_guide/sbg.aspx?nid=P01_0000 and develop a scenario for starting a new business. Students will present these scenarios to the class for discussion.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Determine benefits	d. Use the Web site	d. Evaluate student

and drawbacks of buying an established business as opposed to starting a new business.	http://www.toolkit.com/small_business_guide/sbg.aspx?nid=P01_0900 to discuss advantages/disadvantages of buying a franchise.	contributions to the debate.
e. Discuss the responsibilities of starting a business for one's self.	e. Have students generate ideas for a business venture using information available at http://www.sba.gov/teens/ideas.html.	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Discuss the importance of the global marketplace, and determine where there are opportunities.	f. Assign students to groups, and have them play the Industry Player Business Simulation game found at http://www.industryplayer.com/download.php.	f. Observe as students participate in the simulation game.
g. Determine key factors to consider when doing business with another country.	g. Have students complete lessons related to the global marketplace available at http://www.globalenvision.org/forteachers/29/1227/.	g. Evaluate global marketplace activities for accuracy and completeness.

Competency 3: Conduct marketing research.

Suggested Enduring Understandings	Suggested Essential Questions
1. It is important to know the market with which you are conducting business. 2. Some products are directly geared toward an age group or personality type.	1. What are some of the characteristics of the consumer with whom I will be doing business with? 2. What kind of advertising should I do?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the types of marketing research.	a. Demonstrate the difference in a consumer and a producer by having students complete the consumer/producer activity online at http://www.econedlink.org/lessons/index.cfm?lesson=EM464. Have students discuss their favorite products and the producers of these products.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Outline the steps in the research process.	b. Present information related to marketing research available at http://marketingteacher.com/Lessons/lesson_marketing_research.htm. Lead a class discussion of the steps involved in marketing research. Discuss marketing research methods and how various products are researched using these methods.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Analyze strengths and weaknesses of competitors.	c. Direct students to http://www.smetoolkit.org/smetoolkit/en/content/en/531/Effective-Competitive-Analysis, and discuss the steps involved in competitive analysis. Lead a class activity in which students select a local business and then use competitive analysis	c. Assess student understanding by observing contributions to class discussions and participation in

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
	to evaluate the strengths and weakness of its competitors. (For example, the class might choose to analyze Walgreens vs. CVS Pharmacy or Kroger vs. Bruno's.)	activities.
d. Complete a customer profile.	d. Have students complete a customer profile worksheet available at http://www133.americanexpress.com/osbn/Tool/biz_plan/market/customers.pdf. Discuss why this information is important in marketing a product.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Complete a customer needs analysis.	e. Demonstrate how to develop an online survey, and then have students work in teams to develop an online survey at http://info.zoomerang.com/. Surveys should include questions related to where survey takers like to shop, where they like to eat, and what they watch on TV. Have the class brainstorm additional questions to be included in the surveys. Have teams exchange their survey links and complete the surveys developed by other teams.	e. Evaluate the customer profile worksheet for accuracy and completeness.

Competency 4: Produce a business plan.

Suggested Enduring Understandings
1. The entrepreneur should make detailed preparations before entering business.

Suggested Essential Questions
1. What steps should be considered before starting a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the purpose of a business plan.	a. Lead a class discussion of the purpose of a business plan using information available at http://www.nolo.com/article.cfm/ObjectID/5705AF4D-2466-4B5B-BCCF04B021C01516/catID/E67C08E9-9FAE-4AD8-840371947878E573/111/228/289/ART/.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Analyze the parts of a business plan.	b. Discuss the parts of a business plan using information available at http://www.nolo.com/article.cfm/ObjectID/8AE4F799-0038-4471-B573659C196695D2/catID/E67C08E9-9FAE-4AD8-840371947878E573/111/228/289/ART/.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Prepare a business plan using word processing software.	c. Have students develop a business plan by completing the activities available at http://www.suite101.com/lesson.cfm/18659/1973.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Present the business plan using formal	d. Present the parts of a business plan using information from	d. Evaluate the business plan for accuracy and

		completeness.
presentation techniques and electronic presentation software.	http://www.sba.gov/teens/myplan.html, and present the sample plan available at http://archive.sba.gov/teens/sample_business_plan.html.	

Competency 5: Investigate procedures for establishing a business

Suggested Enduring Understandings
1. There are legal aspects to be considered before beginning a business.

Suggested Essential Questions
1. What legal documents do I need to be aware of before beginning a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate registration of the business name and licensing procedures.	a. Use information available at http://www.myownbusiness.org/business_permits_license/#1 to lead a discussion of registration and licensing procedures.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Research the process for becoming a registered employer with the state and federal government.	b. Have students investigate small business financing options using the Small Business Guide to Government Grants and Loans available at http://www.business.gov/financing/ and l and A Guide to Business Credit for Women, Minorities, and Small Businesses available at http://www.federalreserve.gov/pubs/buscredit/default3.htm. Lead a class discussion of their findings.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Investigate state and federal tax reporting procedures.	c. Have students complete filing procedures for a small business using activities available at http://www.irs.gov/newsroom/article/0,,id=98248,00.html.	c. Evaluate the brochure using the MS SBA Registration and Licensing Procedures Checklist.
d. Investigate options for financing a small business.	d. As an introduction to the lesson, have students play the Stock Market Simulation game available at http://www.mississippisms.com/. Use the game as a starting point for a discussion of ways to finance a business.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 6: Apply concepts for managing a business.

Suggested Enduring Understandings
1. An organizational chart aids in the creation of supervisors and responsibilities.

Suggested Essential Questions
1. Who will be the supervisor and the person responsible for various positions in the business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Develop an organizational chart.	a. Ask students the following: "If you work, who is the boss? Who is next in charge? Who comes after that? If you don't work, who is the boss in your	a. Assess student understanding by observing

	home? Who is next in charge? Who comes after that?" As a visual aid to the discussion, use word processing software and a data projector to draw and display a simple organizational chart.	contributions to class discussions and participation in activities.
b. Develop job descriptions for each position on the chart.	b. Discuss job descriptions. Explain their purpose, and describe the components of a well-written description. Show students an example of a basic job description available at the U. S. Department of Labor Web site: http://guidetojobdescriptions.com/data/BasicJDFormat.htm. Present an overview of the components of a job description at http://www.sba.gov/smallbusinessplanner/manage/manageemployees/SERV_JOBDESC.html, and review the components of job descriptions. Have students write a job description.	b. Evaluate job descriptions for punctuation, spelling, grammar, completeness, and accuracy.
c. Investigate planning, organizing, staffing, and controlling.	c. Have students use the Internet to research the organization of a business, and then have them create an organizational chart for that business. Have them develop job descriptions for each position on the chart.	c. Evaluate organizational charts for accuracy and completeness.
d. Explain the meaning of legal and social responsibility.	d. Discuss the legal responsibilities of a position of authority.	d. Evaluate student understanding by classroom participation.

Competency 7: Demonstrate business use of financial statements.

Suggested Enduring Understandings
1. Petty cash is used in businesses.
2. Balances sheets and income statements are used in a business.
3. Purchase orders and invoices are used businesses when purchasing goods or service.

Suggested Essential Questions
1. How is petty cash used in businesses?
2. Why are balance sheets and income statements used in businesses?
3. Why are purchase orders and invoices used in business operations?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate the use of petty cash in a business. (DOK2)	a. Give one student play money, and tell the student that he or she is responsible for it. Have the other students ask that student to give them money for various reasons. After students have taken all the money, ask the one who was responsible for the money to account for it. Use this activity to lead a discussion of the importance of keeping financial records. Discuss and demonstrate the use of a petty cash fund in a business. Have students work in teams to role-play using a petty cash fund. Allow each student to serve as the one responsible for the fund. Have students	a. Evaluate petty cash fund records for completeness and accuracy.

		critique each other on how well they have kept the records.	
b.	Demonstrate the use of balance sheets and income statements in a business.	b. Use a T-chart to determine what students know about financial statements. Draw a simple T, and have students write what they know about financial statements on the left side of the T. At the end of the lesson, use a T-chart to determine what students have learned. Have students write down what they have learned on the right side of the T. Have students define terms related to financial statements including balance sheet, income statement, assets, liabilities, capital, revenue, expenses, profit or loss, gross profit, net profit, cash flow, cost of goods sold, accounting equation, merchandise inventory, accounts receivable, and accounts payable. Discuss the value of balance sheets and income statements to a business, and then demonstrate how to prepare balance sheets and income statements for a business. Have students prepare balance sheets and income statements. Have students interview a business owner/manager or use the Internet to research the ways the information on balance sheets and income statements is used in a business. Have students prepare a summary of their findings using word processing software. Students will discuss their findings with the class. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx).	b. Evaluate T-charts to assess student knowledge of concepts related to financial statements. Evaluate balance sheets and income statements for completeness and accuracy. Use the Interview Assessment Rubric to assess students' work.
c.	Demonstrate the use of purchase orders and invoices in a business.	c. Discuss and demonstrate the use of purchase orders and invoices in a business. Have students prepare purchase orders and invoices using word processing software. Have students peer assess the prepared purchase orders and invoices and make edits.	c. Evaluate purchase orders and invoices for completeness and accuracy.

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For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

NAME: DATE: PERIOD:

Refer to the article "Five Crucial Components of a Business Plan" available at http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178 for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Case Study Assessment Rubric

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Electronic Slide Presentation Rubric

NAME: DATE: PERIOD:

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Employee Performance Presentation Evaluation Form

Name:_____ Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. If you were a manager or supervisor, how would you apply this information in the workplace?

_____

_____

_____

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_____

Group Work Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

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_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.		( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.		( )	( )	( )	( )	( )

2. Please rate the guest speaker:

____ Extraordinary   ____Excellent   ____ Good   ____ Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Internet Safety Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information help a person be safe when using the Internet?

_____

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Interview Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language **Displays confidence**					
Eye contact **Maintains good eye contact with interviewer**					
Introduction **Provides a self-introduction**					
Handshakes **Extends hand and shakes firmly**					
Dress **Dresses appropriately for an interview, business attire**					
Language **Concise and grammatically correct**					
Questions **Asks appropriate questions, demonstrates a knowledge of the business**					
Closure **Responds appropriately**					
				TOTAL	

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

5. How was the conflict resolved?

6. What was your favorite part of the story?

MS SBA Registration and Licensing Procedures Checklist

NAME: _____   DATE: _____   PERIOD: _____

Have students investigate the Web site of the Mississippi Small Business Development Center's State Office available at http://www.olemiss.edu/depts/mssbdc/FAQ.html to determine procedures for registration and licensing. Have them develop a brochure that outlines the procedures.

Criteria   Points

1.   Brochure is designed according to standard design principles as outlined   /50

      in the *12 Rules of Desktop Publishing* (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).

2.   Brochure lists and describes procedures for registration and licensing.   /30

3.   Brochure copy is original work and is not plagiarized.   /30

4.   Sources are cited in correct APA style.   /30

5.   Brochure contains no grammar, spelling, or typographical errors.   /30

6.   All Web-based sources are credible.   /30

TOTAL SCORE   _____

Highest Possible Score   200

Portfolio Evaluation Checklist

Criteria		Points
1.	Portfolio is bound neatly in a three-ring binder.	/20
2.	Title page is properly formatted with no typographical errors.	/20
3.	Table of contents is properly formatted with no typographical errors.	/20
4.	A labeled section divider is included for each unit.	/20
5.	Five activities are included in each section.	/20
TOTAL SCORE		_____
TOTAL POSSIBLE SCORE		100

Poster Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

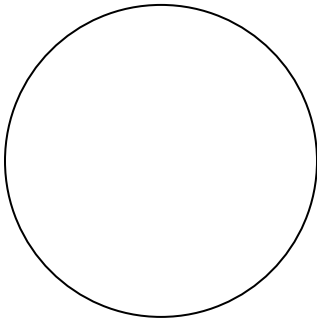**NAME:**   **DATE:**   **PERIOD:**

Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are the following:

Resume Assessment Rubric

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Safety Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Saving and Investing Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sources of Government Funding Brochure Checklist

NAME: **DATE:**   **PERIOD:**

Criteria	**Points**
1. Brochure is designed according to standard design principles as outlined	/50
in the *12 Rules of Desktop Publishing* (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	
2. Brochure lists and describes sources of government funding for all countries listed in the assignment.	/20
3. Pros and cons of funding sources are listed.	/20
4. Brochure copy is original work and is not plagiarized.	/30
5. Sources are cited in correct APA style.	/30
6. Brochure contains no grammar, spelling, or typographical errors.	/30
7. All Web-based sources are credible.	/20

TOTAL SCORE   _____

Highest Possible Score   200

Travel Portfolio Evaluation Checklist

NAME:		DATE:	PERIOD:

Criteria   Points

1.   Portfolio is bound neatly in a three-ring binder.   /20

2.   Cover is designed according to standard design principles.   /30

3.   Table of contents is properly formatted with no typographical errors.   /20

4.   All components are included: /30

Itinerary

Flight schedules

Layovers

Planned meal reservations

Car rental and ground transportation information

Hotel accommodations, including prices and driving directions

5.   Itinerary is properly formatted with no typographical errors.   /30

6.   A labeled section divider is included for each component.   /10

7.   Portfolio includes a properly formatted travel budget.   /30

8.   Trip adheres to established budget limitations.   /30

TOTAL SCORE   _____

Highest Possible Score   200

Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

_____

_____

_____

_____

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_____

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_____

Web Page Evaluation Checklist

NAME: _____ DATE: _____ PERIOD: _____

Review the Web page evaluation criteria described in detail on the following Web site:
- Evaluating Web Pages: http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author's qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **International Business**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586

International Business Course Outline

One Carnegie Unit
Course Code: XXXXXX

Unit Number	Unit Name	Hours
1	Foundations of International Business	20
2	Global Business Ownership and Entrepreneurship	20
3	The Global Business Environment	20
4	International Business Communication, Ethics, and Social Responsibility	20
5	International Management	15
6	International Marketing	15
7	International Finance	15
Total		125

Unit 1: Foundations of International Business

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand the role international business plays in shaping the global economy

- Understand the impact international trade has on businesses at the local, state, national, and
  international levels

Essential Questions

- How are individuals affected by international business?

- What factors influence a country's decision to engage in international trade?

Vocabulary

Identify and review the unit vocabulary.

Culture
Domestic Business
Exports
Global Dependency
Globalization
Imports
International Business
Least Developed Country
Developing Country
Developed (Industrialized) Country
Trade Barriers

Suggested Learning Experiences

Competency 1: Explain the role of international business.		

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify business opportunities in countries in various levels of economic development.	a. Use the How Global is Your Portfolio lesson at http://www.econedlink.org/lessons/index.php?lid=918&type=educator to help students connect economics and geography as they investigate global companies in the stock market. Have students create a continuum line with least developed on one end and most developed on the other end and developing in the middle (this could be on a bulletin board). Determine which indicators will be used to determine each level of development. Divide students into two groups: less-developed countries and most developed countries. Each group will need to find countries that fit into its category. The number of countries a group finds will be dependent on the total number of students in the class. Have students write each country's name on an index card. Have students draw a card from each category. Have students write their names on the index card under the country name. Have students research economic development in each of their countries and have them place their countries along the continuum line based on their levels of development. Have students begin gathering information for a research report on their countries. This research report will go into their portfolios (see Performance Task below).	a. Observation, Participation Rubric Group Work Assessment Rubric Venture Ideas Questionnaire
b. Identify examples of international trade in the local and state communities.	b. Visit the Mississippi World Trade Center Web site http://www.mswtc.org/ and discuss resources that can be found at this site. Have students identify local and state businesses that engage in international trade and present their findings to the class. Have them complete the reflection exercise.	b. Assessment Rubric for Student Reflections

Competency 2: Analyze how international business impacts business at all levels, including local, state, national, and international levels.		

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the impact of international business activities on the local, regional, national, and international levels.	a. Use The Trading Game lesson at http://www.econedlink.org/lessons/index.php?lid=855&type=educator to teach how we gain from trade. Have students play The Trading Game. Students will report on historical developments to illustrate the past experiences of the United States' role in international trade and to describe the impact of international business on local, regional, and national levels. Have students prepare a graph representing total state	a. Observation, Participation Rubric Written Report Assessment Rubric

	and national imports and exports over the past 12 months.	
b. Understand the importance of international business and its influence on careers and businesses at the local, state, national, and international levels.	b. Students will participate in mock interviews with key business resource people from various cultures for specific careers and prepare applications and other job application documents for various cultures.	b. Role Play or Skit Assessment Rubric

Performance Task

Throughout the course, each student will be developing an international business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, each student should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Preliminary Research for Report on Countries

In this unit, you will begin researching two countries from each stage of development: least developed and most developed. In the continuum line activity, you were assigned two countries—one developed and one least developed.

Approach this research as if you are planning to do business in each country. At this phase of your report, you will gather general information about the country for the *Body* section of your report. You can include information about your country's economic conditions, type of government, geographic location, demographics, and culture. You need to organize this information under subtitles. At this point, include any information that you think is useful. You will have the opportunity throughout this course to modify your report.

A good resource for finding this information is Global Edge (http://globaledge.msu.edu/). You may use other resources as well.

Attachments for Performance Task

Use the *Report Writing Format* document and *Report Rubric* in Appendix A.

Unit Resources

Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

Aneki. (2011). http://www.aneki.com/ This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804

EconEdLink. (2011). *How global is your portfolio*. Retrieved from http://www.econedlink.org/lessons/index.php?lid=918&type=educator This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE.(2011). http://globaledge.msu.edu/ Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Mississippi World Trade Center. (n.d.). http://www.mswtc.org/

National Business Education Association. (n.d.). *Curriculum forum*. http://nbea.org/newsite/curriculum/index.html

One World – Nations Online. (2011). http://www.nationsonline.org/oneworld/index.html

United Nations. *Millennium development goals indicators*. (n.d.). http://unstats.un.org/unsd/mdg/Data.aspx

Unit 2: Global Business Ownership and Entrepreneurship

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the benefits and risks of international business

- Understand the role of small business and entrepreneurship in the global economy

Essential Questions

- Why do businesses expand to the global marketplace?

- What factors influence the method a company uses to get involved in international business?

Vocabulary

Identify and review the unit vocabulary.

Corporation
Direct Exporting
Foreign Direct Investment
Franchise
Indirect Exporting
Joint Venture
Licensing
Management Contract
Matchmaker Program
Microcredit
Multinational Company or Corporation (MNC)
Partnership
Sole Proprietorship
Turnkey Project
Wholly Owned Subsidiary

Suggested Learning Experiences

Competency 1: Identify forms of business ownership and entrepreneurial opportunities.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Analyze various forms of business ownership (e.g., sole proprietorship, corporation, partnership) for different international business situations.	a. Discuss the various forms of business ownership and advantages and disadvantages of each. Provide students with a list of advantages and disadvantages of sole proprietorships, partnerships, and corporations. For each item in the list, have students decide if it is an advantage or disadvantage of a sole proprietorship, partnership, or corporation. (Some items may be an advantage or a disadvantage of more than one form of business organization.)	a. Advantages and Disadvantages of Sole Proprietorships, Partnerships, and Corporations Chart
b. Identify potential new international business ventures for locally based companies.	b. Discuss with students the enterprises that have the highest potential for growth: health care services, environmental services, training and education, and personal services. Invite a speaker who is knowledgeable about international business opportunities in Mississippi (i.e., executive director of the Mississippi World Trade Center) to speak to the class. Discuss the sections of a business plan. Have students work in groups to identify three specialties in each of the types of enterprises discussed above. Have each student create his or her own business based on the information he or she found. Have students prepare the Business Description and Organizational Structure sections of a business plan for their portfolios (refer to the Performance Task Below).	b. Group Work Assessment Rubric Speaker Rubric
c. Differentiate between low-risk and high-risk methods for getting involved in international business.	c. Discuss low-risk and high-risk methods for getting involved in international business. Have students create a graphic that orders the methods for getting involved in international business based on the level of risk (i.e., stair steps).	c. Drawing Rubric

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a

completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Starting an International Business Plan

In this unit, you will begin gathering information for the *Introduction* and *Analysis of the International Business Situation* sections of the international business plan that will go in your portfolio. In this unit, you will determine the type of business you want to start based on the types of enterprises that have the highest potentials for growth. Approach this task as if you are writing a business plan for the business you will be conducting in your two foreign countries.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines* and *International Business Plan Rubric* in Appendix A.

Unit Resources

Books:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Allen, K., & Meyer, E. (2006). *Entrepreneurship and small business management*. Woodland Hills, CA: Glencoe/McGraw-Hill.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business.* Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and Finance Technology Education Frameworks 2009 International Business*. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804

Mississippi World Trade Center. (n.d.). http://www.mswtc.org/

National Business Education Association. (n.d.). *Curriculum forum*. http://nbea.org/newsite/curriculum/index.html

Unit 3: The Global Business Environment

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment
- Understand the relationship between the balance of trade and the import/export process

Essential Questions

- How do social and cultural factors influence international business activities?
- Why do some government regulations have the potential to discourage international trade?
- What economic systems determine what to produce, how it is produced, and for whom it is produced in a country?

Vocabulary

Identify and review the unit vocabulary.

Balance Of Trade
Democracy
Duty
Embargo
Export
Foreign Debt
Import
Infrastructure
Passport
Political System
Quota
Social Responsibility
Totalitarian
Trade Barriers
Visa
Work Visa

Suggested Learning Experiences

Competency 1: Describe factors that shape and impact the international business environment.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify distinctive social and cultural factors affecting business activities (e.g. time, workday, workweek, schedules, and holidays).	a. Students will participate in a forum to compare and contrast social roles of various cultures, e.g., time, workday, workweek, schedules, and holidays.	a. Observation, Discussion Rubric
b. Describe how trade barriers, tariffs, quotas, and taxation policies affect choice of location for companies operating internationally.	b. Explain how different people have different points of view about specific government actions that affect international business. Have students research countries for which the United States imposes economic sanctions and discuss their findings in a group. Mississippi World Trade Center: http://www.mswtc.org/index.php, U.S. State Department: http://www.state.gov, and The World Bank: http://www.worldbank.org/	b. Observation, Discussion Rubric
c. Recognize legal and political factors that exist between and among countries and the impact they have on international business investment.	c. Have students research the country profiles of the two countries they selected in Unit 1. Have them identify potential political, social, and economic risks and complete the Risk Assessment Activity in Appendix A. Country profiles can be found at http://www.state.gov. Give students the opportunity to revise their research papers if they find additional information.	c. Evaluate the career project for content and delivery.

Competency 2: Relate balance of trade concepts to the import/export process.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Analyze the availability of resources and economic potential in various countries.	a. Have students research the economic situation, labor situation, availability of natural resources, and infrastructure of the two countries they were assigned in Unit 1. Have students analyze their findings and recommend potential business ventures in their countries. The information can be found at U.S. State Department: http://www.state.gov and The World Bank: http://www.worldbank.org/	a. Decision Rubric

b. Identify goods and services imported to or exported from a country.	b. Have students identify goods and services imported to and exported from Mississippi to or from a foreign country. Have students analyze this information and determine which, if any, imports or exports pose a threat to local businesses and report their findings. Good resources for information are the Mississippi World Trade Center (http://www.mswtc.org/index.php) and http://export.gov/	b. Written Report Assessment Rubric
c. Describe the role that U.S. Customs and the customs agencies of other countries play in international trade activities.	c. Have students visit the U.S. Customs and Border Protection Web site (http://www.cbp.gov/) or The Internationalist site (http://www.internationalist.com/business/) and have them list and discuss five interesting facts they retrieved from this site.	c. Discussion Rubric
d. Explain the purpose of international trade agreements and treaties (e.g., GATT, NAFTA).	d. Discuss the purpose of the World Trade Organization and have students visit the WTO Web site (http://www.wto.org/index.htm) and find information on Disputes by Agreement. Have them choose one of the disputes and then read the detailed information about the dispute and report their findings (see *WTO Dispute Settlement Worksheet* in Appendix A).	d. Written Report Assessment Rubric

Performance Task

Throughout the course, each student will be developing an International Business Portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Update Business Plan and Report

Update your report and the *Introduction* and *Analysis of International Business Situation* sections of your business plan with any new information you found while conducting research on the global business environment.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines* in Appendix A.

Book:

Dlabey, L., & Scott, J. (2008). *International Business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business.* Retrieved from
http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804

Mississippi World Trade Center. (n.d.). http://www.mswtc.org/

National Business Education Association. (n.d.). *Curriculum forum*. http://nbea.org/newsite/curriculum/index.html

Unit 4: International Business Communication, Ethics, and Social Responsibility

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand the communication strategies necessary and appropriate for effective and profitable international business relations

- Understand the factors that define what is considered socially responsible and ethical and business behavior in a global business environment

Essential Questions

- How does communication in international business differ from communication in a domestic business?

- What is the difference between ethics and social responsibility?

Vocabulary

Identify and review the unit vocabulary.

Body Language
Collectivism
Contexting
Cultural Baggage
Culture
Culture Shock
Ethics
Ethnocentrism
Host Country
Individualism
Social Responsibility
Subculture

Suggested Learning Experiences

Competency 1: Apply communication strategies in international business relations.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply communication strategies necessary and appropriate for effective and profitable international business relations.	a. Have students take one of the cultural awareness quizzes located at http://www.kwintessential.co.uk/resources/culture-tests.html Discuss the importance of researching a country's culture, language, and traditions to avoid business blunders. Read *Cross-Cultural Business Blunders* located in Appendix A. Have students research their countries' cultures at http://www.kwintessential.co.uk/resources/country-profiles.html Have students retake the cultural awareness quiz they took earlier and write a reflection about what they learned at http://www.kwintessential.co.uk/resources/culture-tests.html	a. Observation, Participation Rubric Assessment Rubric for Student Reflections

Competency 2: Describe the factors that define what is considered socially responsible and ethical business behavior in a global business environment.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze factors that affect ethical behavior and their implications in business decision making.	a. Discuss the factors that affect ethical behavior in businesses. Have students read an ethical dilemma case study and have them determine if individual, social, or organizational beliefs are being challenged. They could have more than one belief in some case studies. Case studies are located in Appendix A.	a. Case Study Assessment Rubric
b. Understand procedures for developing a code of ethics and apply ethical codes to various business situations.	b. Explain that a code of ethics is a written guide to acceptable and ethical behavior as defined by an organization and that codes of ethics vary between countries because they are culture driven, making it difficult for managers to adhere to a strict code of ethics in each market. Divide students into groups. Students research key global ethical issues and the intercultural dimensions of the United States and two other countries. Each group drafts an international code of ethics based on its	b. Observation, Participation Rubric Code of Ethics – Sample

	findings. Have each group present its code to the class. Ask group members to determine which codes would be unacceptable for the countries they researched and explain why. This website provides research on national and organizational cultures. http://www.geert-hofstede.com/hofstede_dimensions.php Have the class compile an International Code of Ethics based on the input from the class and discuss the challenges with trying to create one global code of ethics.	
c. Identify issues related to ethical and social responsibility in the global marketplace.	c. Explain that social responsibility involves contributions a company makes to a country, such as creating jobs and improving infrastructure. Social responsibility is important for good business and improving living conditions of a country's people. Have students analyze their chosen businesses for key ethical issues. Have students list ways their companies can show social responsibility in each of the areas of education, employment, environment, and technology in their two countries. Have students discuss the role social responsibility plays in developing a code of ethics.	c. Code of Ethics – Sample

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Create a Code of Ethics

In this unit, you created a list of socially responsible contributions your company will make to each of your countries and you analyzed key ethical issues in your chosen business.

Create a code of ethics for your business that addresses specific areas that need ethical guidance. Put your code of ethics in the *Appendix* of your business plan. Be sure to take social responsibility into account as you create your code(s).

As you progress through the units, you will be exposed to new online resources from which you may discover new information about your countries. Modify your business plan, research report, and code of ethics whenever necessary.

Attachments for Performance Task

Refer to *Code of Ethics – Sample* in Appendix A.

Unit Resources

Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains
    for subject matter understanding and skill in business*. Retrieved from
    http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009
    international business*. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804

Itim International. (2009). *Geert Hofstede cultural dimensions*. Retrieved from http://www.geert-
    hofstede.com/hofstede_dimensions.php

Kwintessential. (2010). *How culturally aware are you?* Retrieved from
    http://www.kwintessential.co.uk/resources/culture-tests.html

Mississippi World Trade Center. (n.d.). http://www.mswtc.org/

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from
    http://nbea.org/newsite/curriculum/index.html

Unit 5: International Management

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand why managers face special challenges in operations, human resources, and strategic management in international business

Essential Questions

- What factors influence production processes, operations, and managerial styles in international business?

Vocabulary

Identify and review the unit vocabulary.

Automated Production
Computerized Production
Cost of Living Index
Ethnocentric Approach
Expatriate Manager
Geocentric Approach
Inventory Control
Job Description
Manual Production
Operations Management
Outsourcing
Parent-Country Nationals
Polycentric Approach
Production Possibilities Schedule
Production Process
Regiocentric Approach
Repatriation
Third-Country Nationals
Supply Chain
Transformation

Suggested Learning Experiences

Competency 1: Analyze special challenges in operations, human resources, and strategic management in international business.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe the production processes used to create goods and services in different countries.	a. Explain the production process, production methods, and stages of production. Have students complete *Analyzing Global Production Methods* activity in Appendix A	a. Observation, Participation Rubric
b. Identify the factors that influence the application of managerial styles in different countries.	b. Have students take the *Managerial Style Quiz* in Appendix A. After they have taken the quiz, have them read the business protocol for each of their countries at http://www.kwintessential.co.uk/resources/country-profiles.html and then retake the quiz keeping in mind what they learned about their countries. Have students discuss if their managerial styles changed.	b. Observation, Participation Rubric
c. Describe how compensation and employee benefits differ in various cultures.	c. Point out that how employees are compensated is based on different factors in different countries. Indicate that employee compensation should be culturally sensitive to local conditions. Ask students to contrast compensation packages for U. S. citizens working abroad with compensation packages for nationals.	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
d. Identify how differences in occupational health and safety standards impact the conduct of business internationally.	d. Discuss the importance of abiding by the international health and safety policy so that international trade and trade rules maximize health benefits and minimize health risks, especially for poor and vulnerable populations. Have students research international health and safety regulations on the Internet. The World Health Organization Web site (http://www.who.int/en/) is a good source of information. Have students work in groups to discuss the relationships among international health and safety, social responsibility, and a code of ethics. Have students complete the *Reflection Exercise* in Appendix A.	d. Reflection Exercise

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Upate Business Plan – Section IV. Planned Operation of the Proposed Business/Product/Service

In this unit, you began gathering information for Section IV of the international business plan that will go in your portfolio. Put this information in the appropriate location in Section IV of the international business plan. Update your code of ethics and report if necessary.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines* and *International Business Plan Rubric* in Appendix A.

Unit Resources

Book:

Dlabey, L. & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from
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World Health Organization. (2011). *Countries*. Retrieved from http://www.who.int/countries/en/

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http://whqlibdoc.who.int/publications/2008/9789241580410_eng.pdf

Unit 6: International Marketing

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand how social, cultural, technological, and geographic factors influence consumer buying behavior in different cultures
- Understand how marketing elements need to be adapted for international marketing efforts
- Understand how cultural differences may affect the way a product is advertised and/or marketed in different countries

Essential Questions

- In what way do social, cultural, technological, and geographic factors influence how a company markets its product or service in an international setting?

Vocabulary

Identify and review the unit vocabulary.

Absolute Advantage
Comparative Advantage
Consumer Market
Demographics
Distribution
International Marketing
Market
Market Segment
Marketing Mix
Organizational Market (Commercial Market, Business-to-Business Market)
Target Market

Suggested Learning Experiences

Competency 1: Apply marketing concepts to international business situations.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe how a company markets a product or service in other countries.	a. Have students compare and contrast international marketing and domestic marketing using a Venn Diagram.	a. Venn Diagram Rubric
b. Illustrate how social, cultural, technological, and geographic factors influence consumer buying behavior in different countries.	b. Have students research political, economic, social, and technological changes taking place in the world and how those changes could affect consumer buying behavior in the regions affected. Have students identify what impact this would have on the marketing activities of industries that have products in that region or wish to enter the market in that region. Where possible, collect relevant statistics and details of the source of the information. The examples you use and the sources of information can be either local or international.	b. Evaluate research for content and appearance
c. Describe how the marketing-mix elements need to be adapted for international marketing efforts.	c. Have students select a magazine advertisement or television commercial. Based on their analysis of the ad, have them describe what the company is doing for each component of the marketing mix. Have students indicate which component of the marketing mix would have to be adapted and why in order to market that product in their two countries.	c. Observation, Participation Rubric
d. Explain how the marketing research process differs in an international application.	d. Have students conduct an Internet search related to international market research and locate a Web site that would be useful for companies planning to engage in international business. Have them write an explanation of how the site's contents might be useful.	d. Evaluate the career project for content and delivery.

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Update Business Plan – Section IV. Planned Operation of the Proposed Business/Product/Service

(cont.)

In this unit, you gathered more information for Section IV of the international business plan that will go into your portfolio. Put this information in the appropriate location in Section IV of the international business plan.

At this point, you may decide that you will not be able to market your product in both of your countries. If this is the case, prepare a statement outlining why you have chosen not to market your product in certain countries.

Attachments for Performance Task

Refer to the *International Business Plan Format Guideline* and *International Business Plan Rubric* in Appendix A.

Unit Resources

Book:

Dlabey, L., & Scott, J. (2008). *International business* (4th ed.). Mason, OH: South-Western Cengage Learning.

Web sites:

Aneki. (2011). http://www.aneki.com/ This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

Connecticut Department of Education. (2011). *Business and finance technology education frameworks 2009 international business*. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?A=2678&Q=320804

EconEdLink. (2011). *How global is your portfolio?* Retrieved from http://www.econedlink.org/lessons/index.php?lid=918&type=educator This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). http://globaledge.msu.edu/ Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

Kwintessential. (2010). *Country profiles – Global guide to culture, customs and etiquette.* Retrieved from http://www.kwintessential.co.uk/resources/country-profiles.html

Mississippi World Trade Center. (n.d.). http://www.mswtc.org/

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from http://nbea.org/newsite/curriculum/index.html

United Nations. (n.d.). *Millennium development goals indicators*. Retrieved from http://unstats.un.org/unsd/mdg/Data.aspx

Unit 7: International Finance

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand how foreign exchange rates affect companies engaged in international business

- Be able to identify risks associated with international trade

Essential Questions

- Why does the value of currency vary from country to country?

- What financial risks are associated with international business?

Vocabulary

Identify and review the unit vocabulary.

Currency Option
Exchange Controls
Exchange Rate
Floating Exchange Rate
Foreign Exchange
Foreign Exchange Market
Hard Currency
Interest Rate
International Monetary Fund (IMF)
Micro Country Risks
Soft Currency
World Bank

Suggested Learning Experiences

Competency 1: Explain the role, importance, and concepts of international finance and risk management.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain the role of money and currency systems in international business.	a. Discuss the three main purposes that money serves. Have students complete the activity Identifying the *Function of Money* in Appendix A	a. Evaluate the activity *Analyzing International Business Risks*
b. Explain factors that affect the value of currency.	b. Discuss factors that affect the value of currency. Have students complete the activity *Analyzing Factors Affecting Foreign Exchange* in Appendix A	b. Evaluate the activity *Analyzing Factors Affecting Foreign Exchange*
c. Identify risks associated with international trade.	c. Have students complete the activity *Analyzing International Business Risks*	c. Evaluate the activity *Analyzing International Business Risks*

Performance Task

Throughout the course, each student will be developing an International Business portfolio. The portfolio will consist primarily of a research report, an international business plan, and a code of ethics for a business. The performance tasks in each unit build on one another, and by the end of the course, students should have a completed portfolio. Students should be encouraged to make improvements to the items in their portfolios as they learn more about their topics and as they receive feedback.

Complete Portfolio

Research the political, economic, and social risks associated with doing business in each of your countries. Include charts and data tables when necessary to back up your information.

Complete your report and international business plan.

Attachments for Performance Task

Refer to the *International Business Plan Format Guidelines*, *International Business Plan Rubric, Report Writing Format*, and *Report Rubric* in Appendix A.

Unit Resources

Books:

Dlabey, L., & Scott, J. (2008). *International business*. (4th ed.). Mason, OH: South-Western Cengage Learning.

Online:

Aneki. (2011). http://www.aneki.com/ This site details county records and ratings information.

California Subject Examination for Teachers. (2005). *Business subject matter requirements part I: Content domains for subject matter understanding and skill in business*. Retrieved from http://www.cset.nesinc.com/PDFs/CS_business_SMR.pdf

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EconEdLink. (2011). *How global is your portfolio?* Retrieved from http://www.econedlink.org/lessons/index.php?lid=918&type=educator This engaging lesson challenges students to connect economics and geography as they investigate global companies in the stock market.

globalEDGE. (2011). http://globaledge.msu.edu/ Created by the International Business Center at Michigan State University, globalEDGE is an international business web portal with a wealth of information, insights, and learning resources on global business activities.

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Mississippi World Trade Center. (n.d.). http://www.mswtc.org/

National Business Education Association. (n.d.). *Curriculum forum*. Retrieved from http://nbea.org/newsite/curriculum/index.html

United Nations. (n.d.). *Millennium development goals indicators*. Retrieved from http://unstats.un.org/unsd/mdg/Data.aspx

World Bank. (2011). http://www.worldbank.org/

Student Competency Profile

Student Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Foundations of International Business		
	1.	Explain the role of international business.
	2.	Analyze how international business impacts business at all levels, including local, state, national, and international.
Unit 2: Global Business Ownership and Entrepreneurship		
	1.	Identify forms of business ownership and entrepreneurial opportunities.
Unit 3: The Global Business Environment		
	1.	Describe factors that shape and impact the international business environment.
	2.	Relate balance of trade concepts to the import/export process.
Unit 4: International Business Communication, Ethics, and Social Responsibility		
	1.	Apply communication strategies in international business relations.
	2.	Describe the factors that define what is considered socially responsible and ethical business behavior in a global business environment.
Unit 5: International Management		
	1.	Analyze special challenges in operations, human resources, and strategic management in international business.
Unit 6: International Marketing		
	1.	Apply marketing concepts to international business situations.
Unit 7: International Finance		
	1.	Explain the role, importance, and concepts of international finance and risk management.

Appendix A: Activities and Rubrics

Analyzing Factors Affecting Foreign Exchange

For each of the following international activities, indicate whether the value of the country's currency would increase or decrease by putting a check mark in the appropriate column. If you cannot determine the effect the activity would have on the currency, put a check mark in the last column.

	Increase	Decrease	Unable to Determine
A nation imports more than it exports.			
Interest rates in a country rise.			
A new president is elected in a country.			
A nation's inflation rate drops.			
The exports for a country increase as a result of technology.			
The military seizes control of the government and takes over major industries.			
New tourist attractions and international publicity increase international tourism by over one million people.			

Analyzing Global Production Methods

Locate an online article about production activities (such as robotics, quality control, inventory management). Use this article to provide the following information and to answer the questions below. If possible, attach the article or a copy of it to this sheet.

Title of article _____
Author _____
Source of article _____
Date _____

1. Provide a brief summary of the information in the article.
_____
_____
_____
_____

2. What are possible benefits of this information for a company?
_____
_____
_____
_____

3. What are possible risks that the company may face in this situation?
_____
_____
_____
_____

4. How might this information affect the company's global business success?
_____
_____
_____
_____

Analyzing International Business Risks

Directions: For each of the following situations, place a check mark in the appropriate column to identify whether the situation is an example of a political risk, social risk, or economic risk.

	Political Risk	Social Risk	Economic Risk
Changes in consumer spending in a nation due to reduced employment opportunities			
New business regulations that require all food packages to list the potential dangers of ingredients			
Religious beliefs in a country that do not allow people to eat certain foods			
A trade deficit of a nation that reduces the value of its currency			
Traditions in a country that encourage family members to work for the family business			
Frequent changes in the government ruling party in a nation			
Import taxes that discourage buying foreign-made goods			
Changes in the buying power of a nation's currency			

Assessment Rubric for Student Reflections

Levels	Criteria
Reflective Practitioner 4	Clarity: The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader. Relevance: The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Analysis: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. Interconnections: The reflection demonstrates connections between the experience and material from other courses, past experiences, and/or personal goals. Self-criticism: The reflection demonstrates ability of the student to question his or her own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.
Aware Practitioner 3	Clarity: Minor, infrequent lapses in clarity and accuracy. Relevance: The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Analysis: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth. Interconnections: The reflection demonstrates connections between the experience and material from other courses, past experience, and/or personal goals. Self-criticism: The reflection demonstrates ability of the student to question his or her own biases, stereotypes, and preconceptions.
Reflection Novice 2	Clarity: There are frequent lapses in clarity and accuracy. Relevance: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader. Analysis: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. Interconnections: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences. Self-criticism: There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, and so forth.
Unacceptable 1	Clarity: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. Relevance: Most of the reflection is irrelevant to student and/or course learning goals. Analysis: Reflection does not move beyond description of the learning experience(s). Interconnection: No attempt to demonstrate connections to previous learning or experience. Self-criticism: No attempt at self-criticism.

Developed by Steven Jones, Coordinator, Office of Service Learning, IUPUI

Case Study Assessment Rubric

NAME: _____   DATE: _____

PERIOD: _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Code of Ethics – Sample

CODE OF ETHICS

[Company Name] will conduct its business honestly and ethically wherever it operates in the world. [Company Name] will constantly improve the quality of its services, products, and operations and will create a reputation for honesty, fairness, respect, responsibility, integrity, trust, and sound business judgment. No illegal or unethical conduct on the part of officers, directors, employees, or affiliates is in the company's best interest. [Company Name] will not compromise its principles for short-term advantage. The ethical performance of this company is the sum of the ethics of the men and women who work here. Thus, all are expected to adhere to high standards of personal integrity.

Officers, directors, and employees of the company must never permit their personal interests to conflict, or appear to conflict, with the interests of the company, its clients, or its affiliates. Officers, directors, and employees must be particularly careful to avoid representing [Company Name] in any transaction with others with whom there is any outside business affiliation or relationship. Officers, directors, and employees shall avoid using their company contacts to advance their private businesses or personal interests at the expense of the company, its clients, or its affiliates.

No bribes, kickbacks, or other similar remuneration or consideration shall be given to any person or organization in order to attract or influence business activity. Officers, directors, and employees shall avoid gifts, gratuities, fees, bonuses, or excessive entertainment intended to attract or influence business activity.

Officers, directors, and employees of [Company Name] will often come into contact with, or have possession of, proprietary, confidential, or business-sensitive information and must take appropriate steps to assure that such information is strictly safeguarded. This information—whether it is on behalf of [Company Name] or any of its clients or affiliates—could include strategic business plans, operating results, marketing strategies, customer lists, personnel records, upcoming acquisitions and divestitures, new investments, manufacturing costs, processes, and methods. Proprietary, confidential, and sensitive business information about this company, other companies, individuals, and entities should be treated with sensitivity and discretion and only be disseminated on a need-to-know basis.

Misuse of material inside information in connection with trading in the company's securities can expose an individual to civil liability and penalties under the Securities Exchange Act. Under this act, directors, officers, and employees in possession of material information not available to the public are "insiders." Spouses, friends, suppliers, brokers, and others outside the company who may have acquired the information directly or indirectly from a director, officer, or employee are also "insiders." The act prohibits insiders from trading in or recommending the sale or purchase of the company's securities while such inside information is regarded as "material" or if it is important enough to influence you or any other person in the purchase or sale of securities of any company with which we do business, which could be affected by the inside information. The following guidelines should be followed in dealing with inside information:

- Until the material information has been publicly released by the company, an employee must not disclose it to anyone except those within the company whose positions require use of the information.

- Employees must not buy or sell the company's securities when they have knowledge of material information concerning the company until it has been disclosed to the public and the public has had sufficient time to absorb the information.

- Employees shall not buy or sell securities of another corporation, the value of which is likely to be affected by an action by the company of which the employee is aware and which has not been publicly disclosed.

Officers, directors, and employees will seek to report all information accurately and honestly and as otherwise required by applicable reporting requirements.

Officers, directors, and employees will refrain from gathering competitor intelligence by illegitimate means and refrain from acting on knowledge that has been gathered in such a manner. The officers, directors, and employees of [Company Name] will seek to avoid exaggerating or disparaging comparisons of the services and competence of their competitors.

Officers, directors, and employees will obey all Equal Employment Opportunity laws and act with respect and responsibility toward others in all of their dealings.

Officers, directors, and employees will remain personally balanced so that their personal lives will not interfere with their ability to deliver quality products or services to the company and its clients.

Officers, directors, and employees agree to disclose unethical, dishonest, fraudulent, and illegal behavior, or the violation of company policies and procedures, directly to management.

Violation of this Code of Ethics can result in disciplinary action, including possible termination. The degree of disciplinary action relates in part to whether there was a voluntary disclosure of any ethical violation and whether the violator cooperated in any subsequent investigation.

Remember that good ethics is good business!

Continuum Line

Place countries on the continuum line based on their levels of development.

Less Developed		Developing		Industrialized
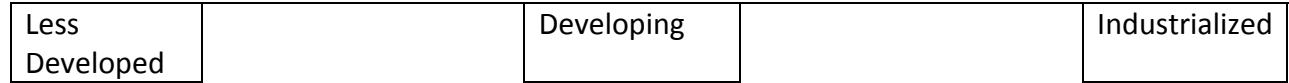
Cross-Cultural Business Blunders

The following cultural blunders are presented to our visitors, and we would like to stress that such examples of "culture gone wrong" are presented in order illustrate to people how crucial cultural awareness is in international business today.

- Managers at one American company were startled when they discovered that the brand name of the cooking oil they were marketing in a Latin American country translated into Spanish as "Jackass Oil."

- American Motors tried to market its new car, the Matador, based on the image of courage and strength. However, in Puerto Rico the name means "killer" and was not popular on the hazardous roads in the country.

- A cologne for men pictured a pastoral scene with a man and his dog. It failed in Islamic countries because dogs are considered unclean.

- An American business person refused an offer of a cup of coffee from a Saudi businessman. Such a rejection is considered very rude, and the business negotiations stalled.

- One company printed the "OK" finger sign on each page of its catalogue. In many parts of Latin America that is considered an obscene gesture. Six months of work were lost because the company had to reprint all the catalogues.

- Leona Helmsley should have done her homework before she approved a promotion that compared her Helmsley Palace Hotel in New York as comparable to the Taj Mahal—a mausoleum in India.

- A golf ball manufacturing company packaged golf balls in packs of four for convenient purchase in Japan. Unfortunately, pronunciation of the word "four" in Japanese sounds like the word "death" and items packaged in fours are unpopular.

- FedEx (Federal Express) wisely chose to expand overseas when it discovered the domestic market was saturated. However, the centralized or "hub and spoke" delivery system that was so successful domestically was inappropriate for overseas distribution. In addition, they failed to consider cultural differences: In Spain the workers preferred very late office hours, and in Russia the workers took truck-cleaning soap home due to consumer shortages. FedEx finally shut down over 100 European operations after $1.2 billion in losses.

- Mountain Bell Company tried to promote its telephone and services to the Saudis. Its ad portrayed an executive talking on the phone with his feet propped up on the desk, showing the soles of his shoes—something an Arab would never do!

Source: Kwintessential Ltd (http://www.kwintessential.co.uk)

Discussion Rubric

Student Name: _____ Date: _____

	5	4	3	2	1	Score
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other students' remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from students and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or questions	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic	
Resource/Document Reference	Clear reference to text being discussed and connects it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading, lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks	
Active Listening	Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others.	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion, shows some consistency in responding to the comments of others	Drifts in and out of discussion, listens to some remarks while clearly misses or ignores others	Disrespectful of others when they are speaking, behavior indicates total non-involvement with group or discussion	
Total						

Drawing Rubric

Student Name_____

Date_____

Criteria	Excellent 3	Satisfactory 2	Insufficient 1	Score
Completed Drawings	Drawing contains clean, sharp lines.	Drawing has mostly clean lines.	Drawing has many lines that are not cleanly drawn.	
Understanding	Student shows accuracy and understanding of drawing method.	Student shows satisfactory command of drawing method.	Student shows signs of misunderstanding of drawing method.	
CADD Concepts	Student shows command of hidden lines and 3-D connections in drawing.	Student shows adequate command of hidden lines and 3-D connections in drawing.	Student shows poor understanding of hidden lines and 3-D connections in drawing.	
Total				

Group Work Assessment Rubric

Student Name_____

Date_____

	Highly Successful 3 points	**Meeting Success 2 points**	**Experiencing Difficulty 1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Identifying Advantages and Disadvantages of Sole Proprietorships, Partnerships, and Corporations

Directions: For each item in the following list, decide if it is an advantage or disadvantage of a sole proprietorship, partnership, or corporation. In the appropriate column, enter *A* if it is an advantage or *D* if it is a disadvantage. (Some items may be an advantage or a disadvantage of more than one form of business organization.)

	Advantage/Disadvantage	Sole Proprietorship	Partnership	Corporation
Example	Ease of starting	A	A	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Identifying Functions of Money

Directions: For each of the following activities, decide whether the situation is an example of money as a medium of exchange, a measure of value, or a store of value. Place a check mark in the appropriate column to indicate your answer.

	Medium of Exchange	Measure of Value	Store of Value
The exchange rate for U.S. dollars to Canadian dollars is 1 USD = 1.01661 CAD.			
A company in Europe must pay for imported goods with Mexican pesos.			
A student is saving £50 a month to help pay for college expenses.			
A multinational company receives payment for the sale of goods and converts the funds into the currency of its home country.			
Food for a week for a family of four in France costs Fr230 in one city and Fr267 in another city.			
An engineer makes a higher salary than an administrative assistant at the same company.			
A shopper goes to three stores to compare prices on computer printers.			
A pair of a certain brand of jeans costs three times as much in a country where this kind of clothing is very scarce.			

International Business Plan Format Guidelines

Title page. The first page of the business plan is the title page. It should include the following:
INTERNATIONAL BUSINESS PLAN
Type of business proposed
Name of Student
Date
The title page will not be numbered.

Table of contents. The table of contents should follow the title page. The table of contents may be single spaced and may be one or more pages long. The table of contents page(s) will not be numbered.

The first page of Section I, Executive Summary, is numbered 1, and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix/appendices (optional).
Follow this outline when you write your entry. Each section must be titled, including the bibliography and the appendix/appendices.

I. EXECUTIVE SUMMARY
One-page description of the project

II. INTRODUCTION
This section includes the type of business, product, or service proposed and a brief description of it, as well as a brief description of the country proposed for trade, the rationale for selecting the country, identification of existing trade barriers, and identification of sources of information (research sources and interviews).

III. ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION
    A. Economic, political, and legal analysis of the trading country
        1. Describe the trading country's economic system, economic information important to your proposed business/product/service, and the level of foreign investment in that country.
        2. Describe the trading country's governmental structure and stability, how the government controls trade and private business.
        3. Describe laws and/or governmental agencies that affect your business/product/service (i.e., labor laws, trade laws [United States and/or Canada and foreign]).
    B. Trade area and cultural analysis
        1. Describe geographic and demographic information, important customs and traditions, other pertinent cultural information, and competitive advantages and disadvantages of the proposed product and/or service.
        2. Provide a market-segment analysis that explains the target market (age, income level, population estimate, other specific demographic and economic information) and the customer buying behavior related to the proposed product and or service.
        3. Provide an analysis of the potential location, including the importance and requirements of each trade document required by the United States and/or Canada and the country of choice.

IV. PLANNED OPERATION OF THE PROPOSED BUSINESS/PRODUCT/SERVICE
    A. Proposed organization
      Type of ownership and rationale; advantages/disadvantages of the type of ownership selected; start-up steps to form the business; planned personnel (or functional) needs; proposed staffing to handle managerial, financial, marketing, legal, production (if applicable) functions; proposed organization chart and brief job descriptions, if necessary

B. Proposed product/service
    1. Provide details of the product(s)/service(s) to be offered; include potential suppliers, manufacturing plans, and inventory policies, if applicable. If the business is a service business, give appropriate information about plans to provide the service, including necessary supplies.
    2. Explain how the products/supplies will be transported to/from the home country; describe costs, benefits, and risks of the transportation method; provide documents needed to transport the products/supplies.
C. Proposed strategies
    1. Provide proposed pricing policies, what currency will be used, costs, markups, markdowns, relation to competition, and factors that could affect the price of the product (e.g., competition, political conditions, taxes, tariffs, and transportation costs).
    2. Provide a proposed promotional program, promotional activity(ies), media availability, costs, one-year promotional plan outline

V. PLANNED FINANCING

Projected income and expenses (The following are recommended items to be included. You may select the appropriate items for your business.)
    A. Provide projected income statements for the first year of operation (sales, expenses, and profit/loss).
    B. Provide a projected balance sheet for the end of the first year.
    C. Include a brief narrative description of the planned growth of the proposed business, including financial resources, needs, and a brief 3-year plan projection.

VI. BIBLIOGRAPHY

VII. APPENDIX/APPENDICES

Include your Code of Ethics and any exhibits appropriate to the written entry but not important enough to include in the body.

International Business Plan Rubric

Student Name:_____

Please refer to Format Guidelines for International Business Plan for a more detailed explanation of these items.

EXECUTIVE SUMMARY	Exceeds Expectations 4	Meets Expectations 3	Falls Below Expectations 2	Has Little/ No Value 1-0	Score
1. One-page description of the project					

INTRODUCTION

	Exceeds Expectations 4	Meets Expectations 3	Falls Below Expectations 2	Has Little/ No Value 1-0	Score
2. The type of business, product, and/or service with a description; description of the country; rationale for selecting the country; identification of existing trade barriers; sources of information					

ANALYSIS OF THE INTERNATIONAL BUSINESS SITUATION

Economic, political, and legal analysis					
3. Description of the country's economic system					
4. Description of the country's governmental structure and stability					
5. Description of the laws affecting the product and/or service					
Trade area and cultural analysis					
6. Geographic and demographic information, important customs and traditions, other pertinent cultural information, competitive advantages and disadvantages					
7. Market-segment analysis					
8. Analysis of the potential location					

PLANNED OPERATION OF THE PROPOSED BUSINESS/PRODUCT/SERVICE

9. Proposed organization					
Proposed product(s)/service(s)					
10. Details of the product(s)/service(s).					
11. How the product(s)/service(s) will be transported to/from the home country; documentation					
Proposed strategies					
12. Proposed pricing policies					
13. Proposed promotional program					

PLANNED FINANCING

14. Projected income and expenses					

APPEARANCE AND WORD USAGE

15. Professional layout; neatness; proper grammar, spelling, and word usage					
Total Points (maximum 60 points):					

Portfolio Assessment Form

Portfolio is complete, on time, and well organized	5	4	3	2	1
Samples for each goal match the student's capabilities	5	4	3	2	1
Student selects appropriate samples for each goal	5	4	3	2	1
Student displays steady progress in meeting goals	5	4	3	2	1
Student takes pride in working toward goals	5	4	3	2	1

Evaluation Guide

Suggested Scoring

5	Exceeds expectations	21 – 25	Student meets or exceeds expectations in meeting goals.
4	Meets expectations	17 – 20	Student meets expectations in most goals and may exceed expectations in one or two goals
3	Capable of improvement	13 – 16	Student is capable of improvement in meeting goals.
2	Capable of much improvement	9 – 12	Student is working far below capabilities.
1	Inappropriate	5 – 8	Work chosen is generally inappropriate. Student needs guidance in assembling portfolio.

Reflection Exercise

NAME: _____ **DATE:** _____ **PERIOD:** _____
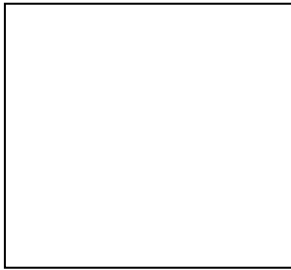
Something I learned that SQUARED with my beliefs:
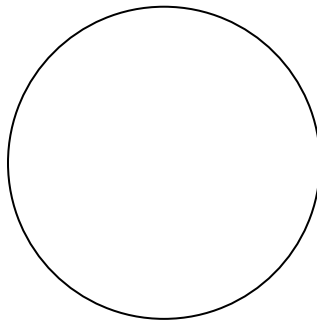
A question going AROUND in my mind:
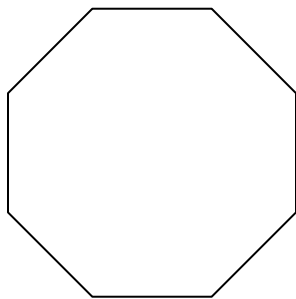
STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

Report Writing Format

There is no set format for report writing. However, there are general sections that should be included, and these will be explained. Here are the main sections of the report writing format:

Title Section – If the report is short, the front cover can include any information that you feel is necessary. In a longer report, you may want to include a table of contents, definitions of terms, and so on.

Summary – There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. You should write this last, so you will include everything that is necessary.

Introduction – The first page of the report needs an introduction. You will explain the problem and show the reader why the report is being made. You need to give terms of reference if you did not include these in the title section and explain how the details of the following report are arranged.

Body – This is the main section of the report. The previous sections needed to be written in plain English, but this section can include jargon from your industry. There should be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first. If you wish, a Discussion section can be included to go over your findings and their significance.

Conclusion – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

Recommendations – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

Appendix/Appendices - This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

This report writing format will make help the reader find what he or she is looking for. Remember to write all the sections in plain English, except for the Body. Also remember that the information needs to be organized logically, with the most important information coming first.

Tips for Good Writing

Keep it simple. Do not try to impress. Rather, try to communicate. Keep the sentences short and to the point. Do not go into a lot of detail unless needed. Make sure every word needs to be there, that it contributes to the purpose of the report.

Use an active voice rather than a passive one. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business (active voice). Repeat business is decreased by bad customer service (passive voice).

Accurate grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like "red, read" or "there, their."

Report Rubric

Student Name: _____   **Unit:_____**

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Topic	Directly related	Somewhat related	Remotely related	Totally unrelated	
Organization	Good organization, events are logically ordered, sharp sense of beginning and end	Organized, events are somewhat jumpy	Some organization, events jump around, start and end are unclear	Not organized, events make no sense	
Quality of Information	Supporting details specific to subject	Some details do not support the subject	Details are somewhat sketchy	Unable to find specific details	
Grammar & Spelling	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Interest Level	Vocabulary is varied, supporting details are vivid	Vocabulary is varied, supporting details need work	Vocabulary is constant, details lack "color"	Needs descriptive words	
Neatness	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Legible writing, some ill-formed letters, print too small or too large, pages stapled together	Illegible writing, loose pages	
Progress	Report contains more than required information for stage of development	Report contains required information for stage of development	Report missing some required information for stage of development	Report missing all required information for stage of development	
	Total				

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Risk Assessment Activity

Student Name: _____ Date: _____

Country: _____

Risk	Political	Social	Economic
Total Risks by Category →			
Total Combined Risks →			

Venn Diagram

Name: _____ Date: _____

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject:_____   **Subject:_____**
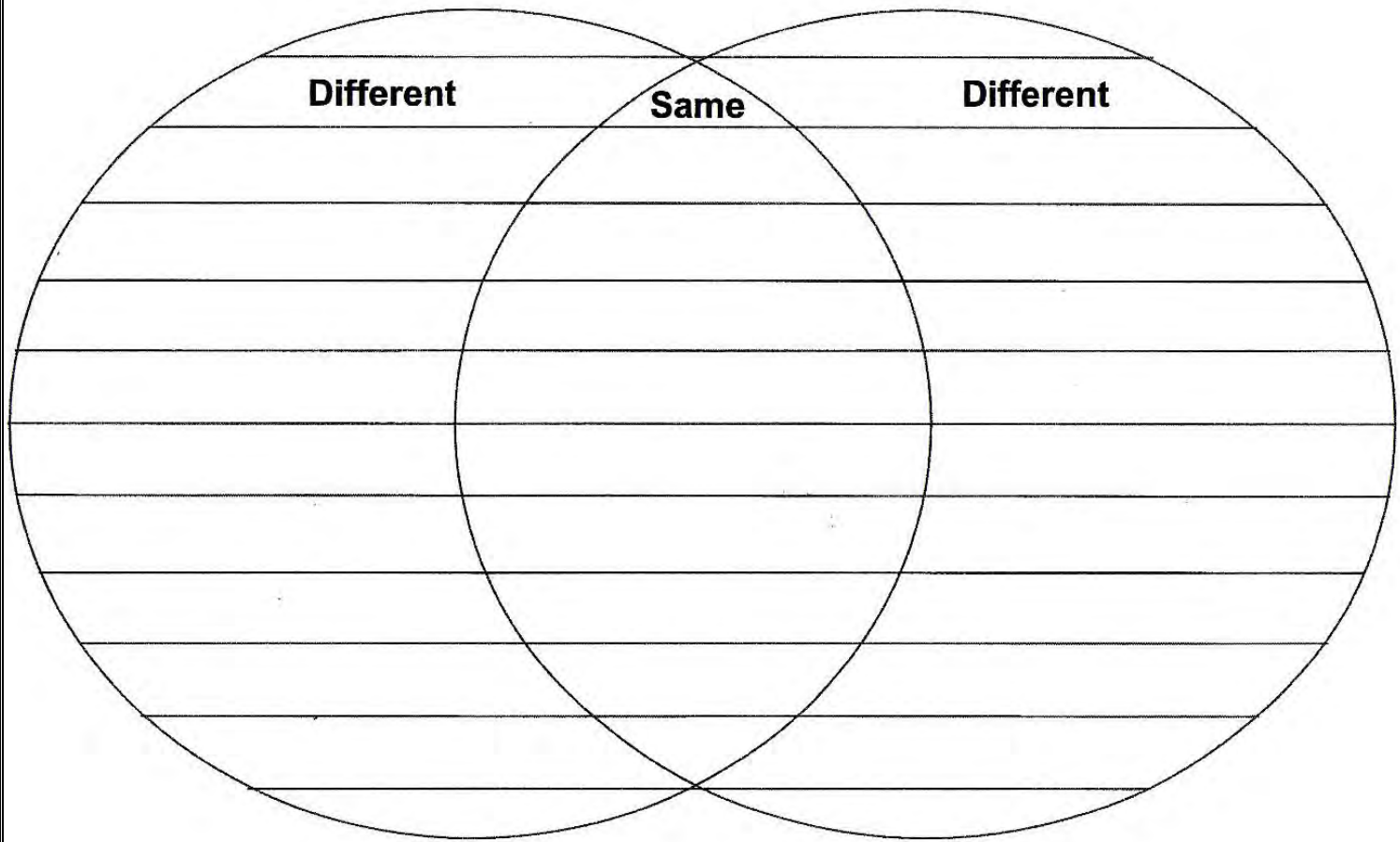
Different   **Same**   **Different**

Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Written Report Assessment Rubric

Name: _____ Date: _____

	Exemplary 4 Points	**Accomplished 3 Points**	**Developing 2 Points**	**Beginning 1 Point**	**Score**
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

WTO Dispute Settlement Worksheet

Name: _____ Date: _____

Short title:	
Complainant:	
Respondent:	
Third parties:	
Agreements cited (Excluding article numbers):	
Request for consultations received:	
Summary of dispute:	

Appendix B: Glossary

Unit 1

Culture: The set of shared attitudes, values, goals, and practices that characterizes a society, institution, organization, or group

Domestic Business: Making, buying, and selling goods and services within a country

Export: Any resource, intermediate good, or final good or service that producers in one country sell to buyers in another country

Global Dependency: A condition that exists when goods and services that consumers need and want are made in another country

Globalization: A global movement to increase the flow of goods, services, people, real capital, and money across national borders in order to create a more integrated and interdependent world economy

Import: Any resource, intermediate good, or final good or service that buyers in one country purchase from sellers in another country

International Business: The exchange of goods and services among individuals and businesses in multiple countries

Trade Barrier: A governmental policy, action, or practice that intentionally interrupts the free flow of goods or services between countries

Unit 2

Corporation: Form of business organization that is created as a distinct "legal person" composed of one or more actual individuals or legal entities, primary advantages include limited liability, ease of ownership, transfer, and perpetual succession.

Direct Exporting: A practice in which a marketer takes direct responsibility for its products abroad by selling them directly to foreign customers or through local representatives in foreign markets

Foreign Direct Investment (FDI): The act of building productive capacity directly in a foreign country

Franchise: A type of business in which a parent company grants another independent entity the privilege to do business in a prespecified manner, including manufacturing, selling products, marketing technology, and other business approaches

Indirect Exporting: Sending products to foreign markets by using an intermediary, usually to an export trading company based in the exporter's country

Joint Venture: An association of two or more individuals or companies engaged in a solitary business enterprise for profit without actual partnership or incorporation

Licensing: A process in which one firm gives another firm a permission, which allows the latter to engage in an activity otherwise legally forbidden to it, usually involves the transfer of intellectual and proprietary knowledge in return for royalty as revenue

Management Contract: A document allowing another party to manage a firm or fund

Matchmaker Program: A service organized by the United States International Trade Administration that aids firms that are new to exporting or new to the market to meet prescreened business prospects in foreign markets that are interested in the firms' products or services

Microcredit: Small loans, perhaps $50 or $100, that are extended to small businesses to finance a business start-up or other business activity

Multinational Company or Corporation (MNC): A business with operations in more than one country

Partnership: A form of business organization in which two or more co-owners form a business. In a general partnership, each partner is liable for the debts of the partnership. Limited partnership permits some partners to have limited liability.

Sole Proprietorship: A business owned by a single individual. The sole proprietorship pays no corporate income tax but has unlimited liability for business debts and obligations.

Turnkey Project: A project in which a firm agrees to set up an operating plan for a foreign client and hand over the "key" when the plant is fully operational.

Wholly Owned Subsidiary: An independent company owned by a parent company.

Unit 3

Balance of Trade: The difference between a country's total imports and exports over a set period

Democracy: Government by the people exercised either directly or through elected representatives

Duty: A tax imposed on imports by the customs authority of a country

Export: Any resource, intermediate good, or final good or service that producers in one country sell to buyers in another country

Foreign Debt: Money owed by a nation to foreign investors, banks, or governments

Import: Any resource, intermediate good, or final good or service that buyers in one country purchase from sellers in another country

Infrastructure: A nation's transportation, communication, and utility system

Political System: A system of politics and government involved in determining who should have authority, how religious questions should be handled, and what the government's influence on its people and economy should be

Quota: The quantity of goods of a specific kind that a country permits to be imported without restriction or imposition of additional duties

Social Responsibility: An ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Totalitarian System: A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life

Trade Barrier: A governmental policy, action, or practice that intentionally interrupts the free flow of goods or services between countries

Embargo: A type of economic sanction that totally disallows the imports of a specific product or all products from a specific country, typically placed in time of war

Visa: An endorsement from a country that allows a passport holder to enter that country

Work Visa (Work Permit): Legal authorization that allows a person to work in a country in which they do not hold citizenship

Unit 4

Host Country: The country in which the multinational enterprise is a guest

Social Responsibility: An ethical belief or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large

Ethics: Moral principles that govern a person's or group's behavior

Individualism: The belief in the individual and his or her ability to function relatively independently

Collectivism: The belief that the group is more important than the individual

Culture: The set of shared attitudes, values, goals, and practices that characterizes a society, institution, organization, or group

Cultural Baggage: The idea that a person carries his or her beliefs, values, and assumptions with him or her at all times

Culture Shock: A normal reaction to the differences of another culture

Ethnocentrism: A belief that one culture is better than other cultures

Body Language: A type of nonverbal communication in which meaning is conveyed by facial expressions, upper and lower body movement, and gestures

Contexting: The level of how direct and indirect communication is

Subculture: A subset or part of a larger culture

Unit 5

Automated Production: A production system in which machines perform the work

Computerized Production: Using computers to control machines and perform work in the production process

Expatriate Manager: A national of one country appointed to a management position in another country

Finished Goods: Goods that have completed the manufacturing process but have not yet been sold or distributed to the end user

Inventory Control: A method of monitoring the amount of raw materials and finished goods on hand

Manual Production: The use of human hands and bodies as a means of transforming goods into finished goods and services

Operations Management: The process of designing and managing a production system

Outsourcing: Using a person or group from outside the company to perform or provide a firm's functions

Polycentric Staffing: A staffing policy in a multinational enterprise in which host-country nationals are recruited to manage subsidiaries in their own country, while parent-country nationals occupy key positions at corporate headquarters

Production Possibilities Schedule: The maximum amount of goods (for example, food and clothing) that a country is able to produce given its labor supply

Production Process: The means by which a company turns raw materials into finished goods

Production Sharing: A process that occurs when a producer chooses to make a product in stages, and in different countries, so that the firm can employ the lowest cost resources in the production process

Raw Materials: The basic material from which a product is made

Supply Chain: A system of organizations, people, technology, activities, information, and resources involved in moving a product or service from supplier to customer

Transformation: The use of resources to create goods or services

Unit 6

Absolute Advantage: The ability of one nation or economic region to produce a good or service more efficiently (using the same amount of resources) than another nation or region

Comparative Advantage: The ability of one nation or economic region to produce a product at a lower opportunity cost compared to another nation or region

Consumer Market: Individuals and households that are the final users of products

Demographics: Statistical data that describe the makeup of a country's population, such as age range, gender, educational levels, and average household income

Distribution: Activities needed to physically move and transfer ownership of goods or services from producer to consumer

International Marketing: Marketing activities among sellers and buyers in other countries

Market Segment: A distinct subgroup of customers that shares certain personal and behavioral characteristics

Market: The likely customers for a good or service in a certain geographic location

Marketing Mix: The four major marketing elements of product, price, distribution, and promotion

Organizational Market (Commercial Market, Business-to-Business Market): Buyers who purchase products for resale or additional production

Target Market: The particular market segment that a company plans to serve

Unit 7

Currency Option: A contract giving the option holder the right to buy or sell an underlying currency at a specified price and on a specified date. The option writer (seller) holds the obligation to fulfill the other side of the contract.

Exchange Controls: Government restrictions to regulate the amount and value of a nation's currency

Exchange Rate: The price of one currency in terms of another (i.e., the number of units of one currency that may be exchanged for one unit of another currency)

Floating Exchange Rate: An exchange rate system in which currency values are allowed to fluctuate according to supply and demand forces in the market without direct interference by government authorities

Foreign Exchange: Currency of another country or a financial instrument that facilitates payment from one currency to another

Foreign Exchange Markets: Networks of commercial banks, investment banks, and other financial institutions that convert, buy, and sell currencies in the global economy

Hard Currency: A monetary unit that is easily converted into other currencies

Interest Rate: The cost of using someone else's money

International Monetary Fund (IMF): An international organization designed to promote global economic stability and development, compiles statistics on cross-border transactions and publishes a monthly summary of each country's balance of payments

Macro Country Risks: Country (or political) risks that affect all foreign firms in a host country

Micro Country Risks: Country risks specific to an industry, company, or project within a host country

Soft Currency: A currency that is not readily accepted in exchange for other currencies or convertible to gold

World Bank: An international organization created at Breton Woods in 1944 to help in the reconstruction and development of its member nations. Its goal is to improve the quality of life for people in the poorer regions of the world by promoting sustainable economic development. See also International Bank for Reconstruction and Development.

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Marketing Essentials**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
                     Central High School Building
                     359 North West Street
                     Post Office Box 771
                     Jackson, MS 39205-0771
                     Phone: 601-359-2586

Marketing Essentials

Unit 1: Introduction to Marketing

Competency 1: Explain the role of marketing in everyday business functions.		

Suggested Enduring Understandings	Suggested Essential Questions
1. Marketing is important in a global economy. 2. All functions of marketing play a major role in the global economy.	1. Why is marketing so important in the global economy? 2. How do the functions of marketing contribute to the global economy?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain marketing and its importance in a global economy.	a. Discuss marketing and the marketing concept, and introduce the following terms: marketing, goods, services, marketing concept, utility (to include form, place, time, possession, and information utilities), market, market share, target market, customer profile (to include geographics, demographics, and psychographics), and the marketing mix (to include product, place, price and promotion).	a. Monitor class activity to ensure that all students participate.
	Students are to develop a flier using publication software that depicts a picture of a good as well as a picture of a service.	Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
b. Describe marketing functions and related activities.	b. After reading LAP 1: Work the Big Six, discuss the six functions of marketing to include distribution, marketing-information management, pricing, product/service management, promotion, pricing, and selling. Some references also include financing as a function of marketing, and this may be discussed. Hold a classroom discussion about the six functions and how no single function can work by itself and how each function is integrated.	b. Students will be evaluated based on the Presentation Assessment Rubric located at the end of this unit.
	Have students create a presentation with a picture expressing each of the six functions of marketing and label each picture. Students may either use PowerPoint or create posters of each function. They will present their final projects to the class. Students will be graded on the PowerPoint using the Presentation Assessment Rubric.	Evaluate students using the Presentation Assessment Rubric.

| | Students are to complete a Blackboard created test on the Marketing LAP 1: Work the Big Six that covers the Marketing Functions. Students are to prepare a political campaign for a student organization office. They are to include all of the six functions of marketing and will present their speeches to the class. They may work in teams of two to three, but each team member must do his or her part in running the campaign. | Evaluate research for content and appearance. Evaluate students' Wiki/discussion board postings for correctness. |

Competency 2: Compare and contrast customer, client, and business behavior.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Customers, clients, and businesses have different types of behaviors. 2. Employees can implement different actions or procedures in order to achieve a desired result. 3. Company actions can affect the results of customer, client, and business behaviors.	1. What kinds of behaviors are shown in customers, clients, and businesses? 2. What type of actions or procedures can employees implement in order to achieve a desired result? 3. How can a company's actions affect the results of customers, clients, and business behaviors?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Define customer, client, and business behavior.	a. Explain why customers purchase a product based on needs and wants. Include rational motive, emotional motive, extensive buying decisions, limited buying decisions, and routine buying decisions. Have students complete a collage on 10 products from the Internet. Using publishing software, students are to create a split page categorizing why customers would purchase those products by labeling one side "rational" and the other side "emotional" and placing the pictures of the products found on the Internet on the correct category. Students are to determine why these products would fall into the category and explain how some products could fall into either category depending on the customer. Using presentation software, have students complete a collage on 10 products. These products could be the same as in the publishing strategy above. Have students determine which buying decision is most commonly used by customers. Students should have at least three products in each decision making area.	a. Students will be evaluated based on the presentation rubric provided at the end of this unit.
b. Determine actions or procedures employees can implement in	b. Discuss how employees can research their product and company prior to seeing any customer. These methods of research include researching product	b. Evaluate research for content and appearance.

	order to achieve a desired result.		information and industry trends. Include direct experience, written publications, other people, and formal training. Also include trade magazines and *Standard and Poor's*.		
c.	Relate how company actions affect results.	c.	Define effectiveness and efficiency of businesses. Include how to attain effectiveness to include marketing-information management, studying buying habits, testing new products, and adding features to existing products. Also include how to attain efficiency to include specialization of effort, better technology, and innovation and reorganization of work activities. Have students evaluate the efficiency and effectiveness of the classroom. Using presentation software, students are to present methods of increasing the efficiency and effectiveness of their current marketing and economics classroom. Students will be evaluated based on the presentation rubric.	c.	Monitor class activity to ensure that all students participate.

References

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For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Marketing Essentials

Unit 2: Pricing

Competency 1: Explain the pricing function.	

Suggested Enduring Understandings	Suggested Essential Questions
1. The role of business ethics is important in the process of effective pricing. 2. There are legal considerations in pricing.	1. Why is ethics important in pricing? 2. What is the legal consideration for pricing?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze the process involved in effective pricing.	a. Remediate the core concepts from last year with the students concerning pricing strategies, pricing techniques, psychological pricing strategies, and so forth. Discuss with students the effect that supply and demand has on pricing. Use chapter 26, which covers strategies in the pricing process, of *Marketing Essentials* textbook, 2006 ed., the *Business Principles and Management* textbook, or the textbook of your choice. Have students brainstorm ways that psychological pricing strategies affect them. (When there is a two for $1 sale, people buy two even if they do not need two and $3.98 vs. $4.00, etc.)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Describe the role of business ethics in pricing.	b. Introduce the terms bait and switch pricing, loss leader pricing, price matching, quantity discounts, competitive pricing, price fixing, price discrimination, minimum price laws, and unit pricing.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Explain the use of technology in the pricing function.	c. Lead a class discussion, and have students brainstorm the ways that the new and more modern technological advances have affected the pricing function.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Research legal considerations for pricing.	d. After discussing laws concerning price, have students analyze scenarios to determine if price law had been broken. Have students visit commerce Web sites, such as http://www.nolo.com/legal-encyclopedia/article-29641.html, to determine if given scenarios were illegal, unethical, or both.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Explain the factors that affect pricing decisions and calculate prices.	

Suggested Enduring Understandings	Suggested Essential Questions

1. Describe and explain product mix pricing strategies for products and services.	1. What is product mix pricing?
2. Calculate and identify basic rules for setting prices.	2. What are the basic rules for calculating and setting prices?
3. Be able to determine the cost of products.	3. How can you determine the cost of products?

Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strategies
a.	Describe strategies for pricing products and services.	a.	Discuss strategies for pricing to include price lining, optional product, captive product, by-product, bundle pricing, geographical pricing, and international pricing. Discuss the segmented pricing strategies to include buyer identification, product design, purchase location, and time of purchase. List the psychological pricing strategies to include odd-even pricing, prestige pricing, multiple-unit pricing, and everyday low price. Discuss promotional pricing to include loss leader, special event, and rebates and coupons. Discuss discounts and allowances to include cash discounts, quantity discounts, trade discounts, seasonal discounts, and allowances.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a written assessment.
b.	Explain product-mix pricing strategies.	b.	Discuss the fact that businesses cannot offer every product that a consumer wants. They must plan their product mix very carefully. This has a profound effect on the price that is charged for these products. This concept is discussed briefly in the *Marketing Essentials*, 2006 ed., chapter 30, and section 1. Pricing strategies are also discussed in the textbook in chapters 25 and 26.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c.	Identify the basic rules for setting prices.	c.	Have students define basic pricing terms such as gross profit, maintained markup, profit, loss, markup equivalents tables, employee discounts, cash discounts, trade discounts, quantity discounts, promotional discounts, seasonal discounts, and so forth.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d.	Calculate and identify problems to determine price.	d.	Using marketing resources and/or the Internet, have students research different pricing strategies and methods that different companies use for setting their prices.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e.	Determine the cost of product.	e.	List and discuss the steps in determining prices to include establishing pricing objectives, determining costs, estimating demand, studying competition, deciding on a pricing strategy, and setting pricing.	e. Assess student understanding by observing contributions to class discussions and participation in activities.

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http://rcu.blackboard.com (available only to registered users).

Marketing Essentials

Unit 3: Promotion

Competency 1: Explain promotion as a marketing function.

Suggested Enduring Understandings

1. In promoting a product, one must be able to communicate its features.
2. Promotion is used as a marketing function.
3. There is a difference between the types of promotions and the elements of promotional mix.
4. Inappropriate business ethics can have a negative impact on the promotion of a business's product.

Suggested Essential Questions

1. Why is the ability to communicate important in the promotion of a product?
2. What is a marketing function?
3. What are the elements of promotional mix?
4. What impact does unethical behavior have on the success or failure of a company?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply the communication process used in promotion.	a. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising.	a. Evaluate student presentations using the Presentation Rubric.
b. Identify the roles of promotion as a marketing function.	b. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising.	b. Evaluate student presentations using the Presentation Rubric. Evaluate advertisement for correctness. Evaluate new products for correctness.
c. Differentiate among the types of promotion.	c. Discuss with students the ways that promotion is used as a marketing function, such as publicity, to improve the company image, to sell products/services, or to inform the public.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Identify the elements of the promotional mix.	d. Have students define the promotional mix. Give students examples/scenarios of the different types of promotion from objective 3, and have them explain whether it is an example of personal selling, advertising, sales promotion, or public relations.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Recognize the impact of unethical	e. Have students discuss the two basic questions that help businesses make the right ethical	e. Assess student understanding by

promotional practices in business.	choice: 1. Is the practice right, fair, and honest? 2. What would happen if the product were marketed differently? What practice will result in the greatest good for the greatest number of people? Have students discuss different businesses and the practices they use to ensure that their promotional activities are ethical.	observing contributions to class discussions and participation in activities.

Competency 2: Explain the role of advertising as part of a promotional mix.

Suggested Enduring Understandings

1. Advertising via the media is a good way to promote products.
2. It is important to identify and use the components of advertising.
3. Select the most effective advertising methods reinforces the loyalty of customers.
4. It is important to be able to calculate the cost of the media.

Suggested Essential Questions

1. What advertising methods are effective in promoting a product?
2. How does advertising promote loyalty in a customer?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the types of advertising media.	a. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising.	a. Assess students' knowledge through a written assessment.
b. Identify and use the components of advertising.	b. Have students analyze and differentiate between the different types of promotion including personal selling, advertising, sales promotion, and public relations. Have them discuss the pros and cons of each type.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Critique and select the most effective direct advertising methods.	c. Define direct marketing, and explain that it is an interactive method designed to generate a measurable response or transaction. It is intended to close a sale, identify prospects for future contacts, or reinforce a customer's brand loyalty.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Calculate media costs.	d. Have students discuss and analyze the media rates and rate cards for the various types of media in their textbooks. Then, after they have a basic understanding of media rates, have them use the Internet to research various large newspaper, television, and radio station Web sites to find out their rate information for various advertising spots.	d. Assess students' knowledge through a written assessment.

	Have students use this information to complete math problems pertaining to advertising costs.	
e. Explain the components of advertisements.	e. Have students brainstorm, list, and discuss the positive and negative features of each type of advertising and which types are most effective for the various target markets.	e. Evaluate advertisement for correctness.
f. Evaluate effectiveness of advertising.	f. Have students visit Web sites on the Internet to see how many hits sites have had. Also have students analyze newspaper advertisements, TV commercials, flyers, brochures, billboards, radio spots, direct mail pieces, and so forth to decide which they feel are most effective and why.	f. Evaluate advertisement for correctness.
g. Develop promotional mix for a product.	g. Have students design their own magazine advertisements using a teacher-created grading rubric as their guide.	g. Evaluate advertisement for correctness. Evaluate a new product for correctness.
h. Prepare a promotional budget.	h. Have students complete a 1-week ad campaign and budget for their business plan (hypothetical) using a teacher-created rubric as their guide.	h. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 3: Explain the role of sales promotion as part of a promotional mix.

Suggested Enduring Understandings	Suggested Essential Questions
1. There are different types of sales and specialty promotions. 2. The effectiveness of the sales promotion plan has advantages and disadvantages.	1. What are the different types of sales and specialty promotions that can be advertised? 2. What is an effective sales promotion plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. List and define the types of sales and specialty promotions.	a. Have students use *Marketing Essentials*, 2006 Ed., chapter 17, section 2 types of promotion as a guide for this objective. Have them define and discuss the different types of trade promotions and consumer promotions to include promotional allowances, cooperative advertising, slotting allowances, trade shows and conventions, coupons, premiums, deals, incentives, product samples, sponsorship, promotional tie-ins, cross promotion, cross selling, product placement, loyalty marketing programs, online loyalty marketing, point-of-purchase displays, and so forth. Discuss with students the different types of sales to include seasonal/holiday sales, half-off sales, buy-one-get-one-free sales, year-end closeout sales, and so forth.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a

		written assessment.

b. Analyze the effectiveness of a sales promotion plan.	b. Explain the types of promotion, and discuss the advantages and disadvantages of the different types of promotional activities. Have students analyze the effectiveness of a sales promotion plan by having each student or team of students choose a local business and meet with the store owner/manager to discuss what the store's pre-advertising sales and post-advertising sales for a particular sale. This will help students see the figures for the effectiveness of advertising. This will also help students understand why people advertise, and they will see the need for very effective and competitive advertising.	b. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a written assessment.

Competency 4: Explain the role of publicity/public relations as part of a promotional mix.

Suggested Enduring Understandings

1. There is a distinct difference between advertising and publicity.
2. There are positive and negative effects involving public relations.
3. Publicity is necessary in the success of a business.
4. Public relations is important in keeping the community informed on advertising of products and their usefulness.

Suggested Essential Questions

1. What is the difference between advertising and publicity?
2. What are the effects of public relations?
3. What is the necessity of publicity?
4. How is the community involved in advertising?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Differentiate between advertising and publicity.	a. Have students define both advertising and publicity. Discuss the differences in the two and the fact that publicity is free but businesses have very little control over what is said about them. Advertising is paid, and the businesses get to say when, where, and how often their ads appear, and they have total control over what is said in their ads. Have students research and find examples of publicity and advertising using magazines, newspapers, and the Internet. Also have them discuss local radio and cable TV stations and how they frequently post free public service announcements for schools and nonprofit entities. Have students create a new, unique cereal (or product of choice). Have them design a cereal box (or package of choice) representing their new product. These plans should include writing a news release to introduce their new product, conducting a press conference on their product, and answering questions about their product.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Evaluate the impact of public relations.	b. Have students evaluate the effectiveness of several different public relations examples and discuss the positive and negative aspects of each.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Write a publicity release.	c. Have students write a publicity release for their imaginary business that they have created for their business plan. Give them a teacher-created rubric to use as a guide for writing their release. Have students choose their favorite music/movie star and write a publicity release for him or her.	c. Evaluate publicity release for correctness. Evaluate students' news releases using rubric.
d. Develop a public relations plan.	d. Have students brainstorm ways that public relations could be used in a business. Remind them that the community needs to see them giving back. Ask them to think of ways that they remember public relations being used in their local communities during the last year or so.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

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Marketing Essentials

Unit 4: Selling

Competency 1: Explain the factors that impact the selling function.

Suggested Enduring Understandings

1. Customer service is important in maintaining a solvent business.
2. Building a good clientele is important in business success.
3. Stores allow customers to buy on credit using various types of payment methods.
4. Business ethics have a significant impact on selling.
5. Technology is widely used in the promotion of selling products.

Suggested Essential Questions

1. What part does customer satisfaction play in maintaining business success?
2. What is the importance of having a good clientele in business?
3. How important is credit?
4. What is the significance of maintaining business ethics?
5. How does technology play a part in the success of businesses?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the importance of customer service as a component of selling. (DOK2)	a. Have students complete activities from chapter 15 of the *Marketing Essentials*, 2006 ed. on closing the sale. This is the final step in the selling process. Section 2 covers customer satisfaction and retention.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Identify the key factors in building a clientele.	b. Have students brainstorm and discuss ways that businesses have targeted them and tried to build them into their clientele.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Evaluate the effectiveness of store selling policies.	c. Review the concept of possession utility and how businesses choose to allow their customers to take possession of the goods and services that they sell. Discuss credit cards, debit cards, cash handling policies, check acceptance policies, return policies, and so forth that various companies offer. Discuss the pros and cons of each type of possession utility and store policies that help or hinder the customer and what effect the policies have on their sales.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Recognize the impact of business ethics in selling.	d. Explain to students that business ethics has a profound impact on selling. Have students define and discuss prospecting, employer leads, directories, newspapers, commercial lists, customer referrals, and cold canvassing, business-to-business selling, retail selling, company policies and training, sales quotas, and so forth.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

	Have students discuss the difference between ethical and unethical behaviors as they relate to sales. Have students identify illegal activities that salespeople should avoid and give examples of questionable sales activities involving customers, competitors, employers, co-workers, and a salesperson's personal code of ethics.	
e. Explain the impact of technology in the selling function.	e. Discuss with students the impact technology has had on the selling function. Have students give examples of the impact various technologies have had on the selling function (i.e., cash registers, the Internet, cell phones, PDAs, GPS software, etc.).	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Explain the purpose of selling regulations.	f. Explain to students the impact that business ethics has on selling. Have students define and discuss prospecting, employer leads, directories, newspapers, commercial lists, customer referrals, and cold canvassing, business-to-business selling, retail selling, company policies and training, sales quotas, and so forth.	f. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Understand the need for development of product knowledge.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. There are several methods used in acquiring product information for use in selling. 2. Charts are used in developing products.	1. What methods should be used selling products? 2. What can charts and graphs show in the developing of products?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify and apply methods to acquire product information for use in selling.	a. Discuss with students about product labels and the information that they contain. Have students list items that have labels in or on them and what all information they find there. Discuss surveys, questionnaires, and so forth with the students and how marketers use the information they gather to produce and sell their products.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Develop feature benefits charts.	b. Using the knowledge gained and examples from the previous activity, have students choose any product and create a feature-benefit chart for their product. Some examples might include a cell phone, an MP3, a PDA, a GPS, a video game system, vehicles, clothes, shoes, sports equipment, cosmetics, and so forth. Give students a teacher-created rubric to use as a guide when creating their	b. Evaluate chart for correctness. Assess students' knowledge through a written assessment.

feature-benefit chart.

Competency 3: Explain the selling process, and demonstrate sales techniques.

Suggested Enduring Understandings

1. It is important to know the seven steps of selling.
2. Effective presentations are important in selling products.
3. Having good customer relations is important to the viability of a success business.

Suggested Essential Questions

1. What are the seven steps of selling one's product?
2. How can effective presentation add to the ability to sell your product?
3. How important is good relations in the success of business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and define the components of the selling process.	a. Have students list the seven steps of the selling process and discuss the importance of each step and what would happen if a step was skipped or carried out in the wrong order Demonstrate the seven steps of the selling process in front of the classroom using a vacuum cleaner, cell phone, or digital camera.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Prepare for a sales presentation.	b. Using the previous demonstration as a guide, have students choose a product, and have each student act out the steps of the selling process for his or her product. It is also fun to have the students sell the same product with each student acting out a different step and then trading steps and acting them out again. Have students stop in between the steps and critique one another as to what the strong and weak points were of their step and how they could improve on that step with the next customer. Discuss such things as gestures, voice, eye contact, dress, posture, confidence, and so forth.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Understand the impact of developing client/customer relationships.	c. Define and discuss Customer Relationship Management (CRM) with students. Have students brainstorm ways that businesses have tried to build a relationship with them and/or their parents. Also discuss how computers are used in CRM and how building CRM leads to customer loyalty and repeat business.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Demonstrate the methods of determining customer/client needs.	d. Discuss observing, listening, and questioning techniques with students. Have them demonstrate all three techniques in role-play situations with a customer. Have students discuss which types of businesses/salespeople use which techniques in a successful way. This is a great way to tie-in nonverbal and verbal communication skills with students.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Identify customers' buying motives for use	e. Have students define needs, wants, motive, physical motives, psychological motives, rational	e. Assess student understanding by

in the sales process.	motives, emotional motives, social influences, psychological influences, and situational influences as well as how these affect customers' purchases.	observing contributions to class discussions and participation in activities.
f. Apply methods of facilitating customers' buying decisions.	f. Have students practice role-playing with one another as they apply methods of facilitating customers' buying decisions and turning them into selling points.	f. Assess student understanding by observing contributions to class discussions and participation in activities.
g. Differentiate between consumer and organizational buying.	g. Discuss with students the differences between selling to a consumer and to another business.	g. Assess student understanding by observing contributions to class discussions and participation in activities.
h. Demonstrate methods of recommending specific products.	h. Give students situations, and ask them how they would suggest selling to that customer. Have students practice asking questions of customers.	h. Assess student understanding by observing contributions to class discussions and participation in activities.
i. Apply techniques for demonstrating products.	i. This would tie-in with suggestion selling and feature/benefit charts. Have students practice questioning and then recommending specific products to customers. Stress the importance of product knowledge and how they can use this to reinforce their recommendations.	i. Assess student understanding by observing contributions to class discussions and participation in activities.
j. Demonstrate the process of prescribing solutions to customers' needs.	j. Use the above chapters from the above textbooks, and have students practice closing the sale. Explain that if the customer does not purchase the item that the sale has not been closed. It is critical that all other steps come together and that the sale is actually made or businesses lose money and eventually close down.	j. Assess student understanding by observing contributions to class discussions and participation in activities.
l. Use methods to convert customers'/clients' objections into selling points.	l. Show videos that show effective sales closings.	l. Assess student understanding by observing.
m. Demonstrate an effective sales closing.	m. Have salespeople come in and meet with students about effective sales closings.	m. Assess student understanding by observing contributions to class discussions and participation in

		activities.
n. Apply suggestion selling techniques.	n. Have students watch movies and TV commercials and observe for techniques of suggestion selling.	n. Assess students through use of Guest Speaker Evaluation Form.

Competency 4: Demonstrate support activities related to selling.

Suggested Enduring Understandings

1. Mathematical calculation is used to solve reading problems.
2. Methods of prospecting are used in various techniques for using different references.
3. Writing effective sales letters are important in being able to sell products.

Suggested Essential Questions

1. Why is it important to know math calculations in selling?
2. What are the methods of prospecting?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Calculate mathematical problems related to selling.	a. Use various Internet Web sites to search for selling math problems. Have students complete sales slips and calculate sales tax, discounts, and so forth.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Demonstrate methods of prospecting.	b. Have students practice prospecting techniques on one another using telephone books, Internet, other salespeople, employer leads, customer referrals, and so forth.	b. Evaluate the business letter using the Business Letter Assessment Rubric.
c. Create an effective sales letter.	c. Review with students the formatting guidelines for typing business letters. Have them practice typing a simple block style business letter using a sample letter from the teacher as a guide. Have students use word processing and/or desktop publishing software and computers to create an effective sales letter for a product/company of their choice.	c. Evaluate a business letter using the Business Letter Assessment Rubric.

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Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

NAME: **DATE:**   **PERIOD:**

Refer to the article "Five Crucial Components of a Business Plan" available at http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178 for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

NAME: **DATE:**   **PERIOD:**

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

Electronic Slide Presentation Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Employee Performance Presentation Evaluation Form

Name _____ Date _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. If you were a manager or supervisor, how would you apply this information in the workplace?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Group Work Assessment Rubric

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

____Extraordinary   ____Excellent   ____Good   ____Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Interview Assessment Rubric

NAME: DATE: PERIOD: __

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language **Displays confidence**					
Eye contact **Maintains good eye contact with interviewer**					
Introduction **Provides a self-introduction**					
Handshakes **Extends hand and shakes firmly**					
Dress **Dressed appropriately for an interview, business attire**					
Language **Concise and grammatically correct**					
Questions **Asks appropriate questions, demonstrates a knowledge of the business**					
Closure **Responds appropriately**					
				TOTAL	

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

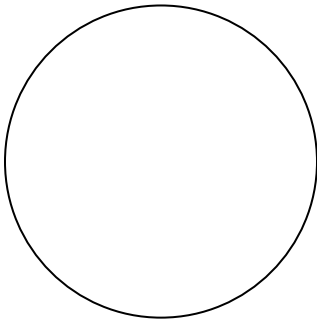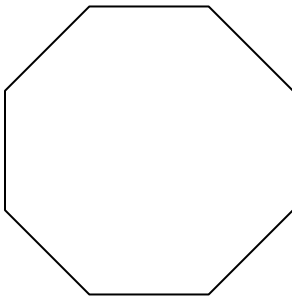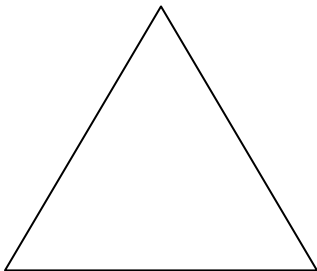|	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

Resume Assessment Rubric

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Safety Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Saving and Investing Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

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Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

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Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

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CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Web Page Evaluation Checklist

NAME: DATE: PERIOD:

Review the Web page evaluation criteria described in detail on the following Web site:

Evaluating Web Pages http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author's qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Web Page Evaluation Checklist (Cont.)

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Sales and Distribution**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586

Sales and Distribution

Unit 1: Product/Service Management

Competency 1: Demonstrate understanding of the nature and scope of the product/service management function.

Suggested Enduring Understandings

1. There are certain factors that affect product planning.
2. There are steps in the new product/service planning process.
3. There is an impact of product life cycles that affects marketing decisions.
4. The concept of product positioning is important to the product/service management function.
5. There are certain ethical issues that affect product development.

Suggested Essential Questions

1. What factors affect product planning?
2. What are the steps in the new product/service planning process?
3. How does the impact of product life cycles affect marketing decisions?
4. Why is product positioning important to the product/service management function?
5. How do ethical issues affect product development?

Suggested Performance Indicators		Suggested Teaching Strategies	Suggested Assessment Strategies	
a.	Describe factors affecting product planning.	a. Discuss factors affecting product planning to include making decisions about what features should be used in selling a business's products, services, or ideas. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Discuss decisions related to product features, such as packaging, labeling, and branding that are necessary to support the product. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	a.	Assess student understanding by observing contributions to class discussions and participation in activities.
b.	List the steps in new product/service planning.	b. Discuss the following steps in new product/service planning: market research, generating ideas, screening ideas, developing a business proposal, developing the product, testing the product with consumers, introducing the product (commercialization), and evaluating customer acceptance. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	b.	Assess student understanding by observing contributions to class discussions and participation in activities.
c.	Identify the impact of product life cycles on marketing decisions.	c. Discuss the impact of product life cycles on marketing decisions so marketers can adjust their marketing decisions to ensure sales. Have students research each cycle and present findings. Those stages include introduction stage, growth stage, maturity stage and decline stage.	c.	Assess student understanding by observing contributions to class discussions and participation in activities.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
d. Demonstrate understanding of the concept of product positioning.	d. Have students use the Internet to define product positioning. Product positioning is the image that a product projects. The goal of product positioning is to set the product apart from the competition. Product positioning refers to the efforts a business makes to identify, place, and sell its products in the marketplace. Students will present findings to the class.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Debate ethics issues in product development.	e. In pairs, give students ethical issues in case studies dealing with product development to discuss and debate. They will research their topic with one student being against and one for the topic and debate before the class.	e. Evaluate student debates using a teacher-created rubric.

Competency 2: Design a product/service mix.

Suggested Enduring Understandings

1. There are several strategies involved in developing a product mix.
2. There are many services that a business offers a customer in order to distinguish itself from its competitors.
3. Businesses offer various service options to customers in order to maintain customer satisfaction.

Suggested Essential Questions

1. What is a product mix?
2. What are the strategies involved in developing a product mix?
3. What are some services that a business can offer customers in order to stand apart from their competitors?
4. What are some differences and similarities in service options that a business might offer customers?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define, compare, and analyze product mix strategies.	a. Define product mix as all the different products that a company makes or sells. Have students analyze the current product mix of a company. Product mix strategies may be defined as a plan for determining which products a business will make or stock. Product mix strategies include developing new products, developing existing products, and deleting a product or product line. Have students research the company's newest products and discontinued products to determine why the company made these decisions.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Develop services to provide to customers.	b. Have students brainstorm services that may be provided to customers in a business of the student's creation. Examples include a restaurant providing a drive-through window for customers, hotels providing small gifts in	b. Evaluate student debates using a teacher-created debate rubric.

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	their rooms, and so forth. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	
c. Analyze customer service options.	c. Have students analyze customer service options that may include extended hours, more service locations, a greater variety of services, and follow-up activities with customers to ensure satisfaction to meet customer needs. Have students present findings to the class or post on Blackboard Wiki or the discussion board.	c. Evaluate student debates using a teacher-created debate rubric.

Competency 3: Describe factors used by marketers to position a product, service, or business.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. There are various branding elements involved in positioning a product. 2. Branding is an important element in product planning. 3. Branding strategies is important in planning the branding of a product. 4. The way a product is packaged and labeled is important in product positioning and sales.	1. What are some of the branding elements involved when a company is positioning its product? 2. What is the difference between a trademark, trade name, brand name, and brand mark? 3. Why would a person choose a generic brand over a registered trademark brand? 4. What is the purpose of branding? 5. What are the three branding strategies? 6. What is the impact of product packaging and labeling?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Define branding elements.	a. Define the following terms: brand, brand name, trade name, brand mark, trade characters, trademark, national brands, private distributor (private) brands, and generic brands.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students use newspapers, magazines, or online advertisements to select an advertisement. Students will label the following terms on the ad: brand, brand name, trade name, brand mark, trade character, trademark, national brands, private distributor (private) brands, and generic brands.	Evaluate advertisement for correctness.
b. Explain the importance of branding in product planning.	b. Discuss the importance of branding in product planning to include the following: to build product recognition and customer loyalty, to ensure quality and consistency, and to capitalize on brand exposure. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Classify branding	c. Discuss the following branding strategies:	c. Assess student

	strategies.		brand extensions, brand licensing, mixed-brand, and co-branding.	understanding by observing contributions to class discussions and participation in activities.
			Have students choose a national brand product they recently bought. Have students research the product's branding strategy, as well as the competitors' branding strategies. Have students prepare a two- to three-page written report using a word processing program such as Word. Students will prepare an electronic slide presentation on the project information.	Evaluate student essay for correctness.
d.	Evaluate the impact of product packaging and labeling.	d.	Discuss the impact of product packaging to show that companies take great care when designing their products. A package does more than hold a product; it is a selling tool. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	d. Evaluate student discussion board for accuracy.
			Have students brainstorm to list the typical foods that they eat during the day and describe the packaging used for each food. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	Evaluate student performance based on teacher-created presentation rubric.
			Discuss the impact of labeling. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	
			Review the following three types of labels: brand, descriptive, and grade.	
			Have students create a visual aid showing the three types of labels. Have students write the three types of labels on poster board and list the characteristics of each label type. Students will bring labels from home to be used for the project.	

Competency 4: Evaluate the importance of quality assurances on product/service management.

Suggested Enduring Understandings	Suggested Essential Questions
1. There are various grades and standards used in the marketing communities in order to specify goods. 2. There are various warranties and guarantees that a business or manufacturer will offer for particular goods or services. 3. Warranties and guarantees are important in product planning.	1. What are several ways to classify goods according to grades and standards? 2. What is the difference between an expressed warranty and an implied warranty? 3. What is the difference between a full warranty and a limited warranty, and why would a business choose one over the other? 4. What are the classifications of warrantees and guarantees that a business or manufacturer will offer a customer? 5. Why are warrantees and guarantees important in product planning?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe uses of grades and standards in marketing products.	a. Have students use the Internet to define the different types of grades and standards. Define grades and standards as a marketing activity that groups goods according to size, quality, or other characteristic.	a. Evaluate definitions for correctness.
b. Distinguish different types of warranties and guarantees.	b. Have students use the Internet to define the different types of warranties to include express, implied (warranty of merchantability and a warranty of fitness for a particular purpose), and extended warranties and guarantees. Have students use the Internet to review the two types of written warranties: a full warranty and a limited warranty. Lead a discussion with students about whether they think warranties are useful sales tools. Students will present findings to the class or post on Blackboard Wiki or discussion board. Provide students with a list of products. Students will brainstorm and list extended product features for the products. Students will present findings to the class or post on Blackboard Wiki or discussion board.	b. Evaluate students' discussion board/Wiki postings for a participation grade.
c. Demonstrate the understanding of the importance of warranties and guarantees in product planning.	c. Discuss the role of warranties and guarantees in product planning. Warranties are an important element of product planning because they help increase sales and profits. Customers often make purchasing decisions based on warranties. Students will post	c. Assess student understanding by observing contributions to class discussions and participation in activities.

discussion and comments on Blackboard Wiki or discussion board.

Ask students why they think a state's department of education requires teachers to be certified. Ask students to investigate what the word certified means. Does this process guarantee a good teacher? Students should defend their answers in one-page essays. Students will need to type the report using a word processing program such as Word.

References

AMA code of ethics. (2003). Retrieved January 3, 2008, from
   http://www.helleniccomserve.com/marketingcodeofethics.html

Burrow, J. L. (2009). *Marketing 3E.* Mason, OH: South-Western.

Burrow, J. L., Kleindl, B., and Everard, K. E. (2008). *Business principles and management 12E.* Mason, OH:
   South-Western.

Discovery Communications, LLC . (n.d.). *United streaming*. Retrieved December 1, 2007, from
   http://streaming.discoveryeducation.com/index.cfm

For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site:
   http://rcu.blackboard.com (available only to registered users).

Sales and Distribution

Unit 2: Distribution

Competency 1: Examine the distribution process.		

Suggested Enduring Understandings

1. The procedures followed in shipping and receiving allow for timely delivery of goods.
2. The terms of shipping of goods and services effect pricing.
3. The level of distribution will impact where a product may be available for purchase.
4. There are legal and ethical considerations that affect distribution.

Suggested Essential Questions

1. What are the channels of distribution?
2. What is the link between customer service and distribution?
3. What role does technology play in the distribution process?
4. What are some of the legal and ethical considerations we encounter in the distribution process?
5. How does the Clayton Antitrust Act of 1914 affect distribution?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Examine the channels of distribution.	a. Define channels of distribution to include direct distribution, indirect distribution, wholesaler, retailer, and consumer. Define distribution to include the responsibility for moving, storing, locating, and/or transferring ownership of goods and services.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Explain the relationship between customer service and distribution.	b. Discuss the three ways of distribution to include transport products, receive products, and store products. Discuss time utility and place utility and how it relates to customer satisfaction in the distribution process.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Describe the use of technology in the distribution process.	c. Discuss tracking packages through the bar codes and the use of GPS systems by delivery personnel.	c. Divide students in groups of two to three students per group. Students are to research the newest technology that would be relevant to distribution. Students are to then prepare an electronic slide presentation. Students are evaluated on the Presentation Rubric
d. Explain the legal and	d. Discuss the American Marketing Association Code	d. Have each student

ethical considerations in the distribution process.	of Ethics that determined responsibilities in the area of distribution that include the following: 1) Not manipulating the availability of a product for purpose of exploitation; 2) Not using coercion in the marketing channel; and 3) Not exerting undue influence over the reseller's decision whether to handle the product.	choose one of the ethics codes from the American Marketing Association Code of Ethics out of a hat, and have each student discuss that code with the class.

Competency 2: Examine the process of warehousing and stock handling.

Suggested Enduring Understandings	Suggested Essential Questions
1. Business requires a basic understanding of the shipping and receiving process. 2. There must be several concepts to consider when warehousing and storing. 3. There are several channels of distributions to consider prior to distribution. 4. Inventory methods improve customer satisfaction.	1. Why is it important to understand the shipping and receiving processes? 2. What concepts should be considered regarding warehouse and storage? 3. What is the stock handling techniques used in receiving deliveries? 4. What are the types of inventory control systems?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and describe the shipping and receiving processes.	a. Discuss the various methods of transportation that a business would use to transport goods. After the discussion, students will draw various possible transportation methods and will play the role of the salesperson of that transport company. They will then present a sales presentation on why a particular business would use their method of transportation over another.	a. Students will be evaluated based on a presentation rubric.
b. Explain and evaluate the concept of warehousing and storing.	b. Discuss stock control to include the following terminology: dollar control, unit control, inventory turnover, and inventory. Also list and discuss the three different types of stock lists to include a basic stock list, model stock list, and never-out list. Discuss methods of receiving stock and checking merchandise to include the blind check method, direct check method, spot check method, and quality check method. Using resources on the Internet, students are to research the inventory turnover rates at two competing companies using various news Web sites. The students will write a report comparing and contrasting the inventory rates and will graph those inventory rates. Students will be evaluated based on the Writing Report Assessment Rubric.	b. Students will be evaluated based on the Written Report Assessment Rubric.
c. Demonstrate stock	a. Define stock handling, private warehouse, public	c. Students are to be

handling techniques used in receiving deliveries.	warehouse, bonded warehouse, intermediaries, wholesalers, rack jobbers, and drop shippers. List the three levels of distribution to include exclusive distribution, selective distribution, and intensive distribution. Identify ordering and shipping terms to include purchase orders, invoices, dating terms, shipping, parcel post, and cash on delivery. Also discuss the terms for delivery to include free on board, FOB destination, FOB shipping point, FOB factory, and FOB destination charges reversed. As a class brainstorming activity, have students create a list of items that would be normally be present in a Dollar Store. Have students write each item on two different pieces of paper. This can take place during the brainstorm activity. Use six empty boxes at the end of the classroom with the following labels listed on the outside of each box: two boxes labeled basic stock list, two boxes labeled model stock list, and two boxes labeled never-out list. Divide the class into two equal groups, and have students run a relay race using the items collected earlier from the Dollar Store to the appropriate box of stock. Deduct 5 seconds for each item that does not belong in the box selected. The winning team is the team that separated the stock in the least amount of time after deductions have been made.	assessed using a teacher-created crossword puzzle.
d. Examine the types of inventory control systems.	d. Review the definition of the real-time inventory system, and research this inventory method on the Internet. Discuss why this inventory method would improve customer satisfaction. Discuss and define the following terms associated with inventory control systems: inventory, inventory management, just-in-time inventory system, perpetual inventory system (manual and computer-based), physical inventory control system, cycle counts, and stock keeping unit (SKU).	d. Students will be evaluated based on a teacher quiz using the voting system or quiz-bowl type of evaluation.

References

AMA code of ethics. (2003). Retrieved January 3, 2008, from
   http://www.helleniccomserve.com/marketingcodeofethics.html

Burrow, J. L. (2009). *Marketing 3E.* Mason, OH: South-Western.

Burrow, J. L., Kleindl, B., and Everard, K. E. (2008). *Business principles and management 12E.* Mason, OH:
   South-Western.

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   http://streaming.discoveryeducation.com/index.cfm

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   http://rcu.blackboard.com (available only to registered users).

Sales and Distribution

Unit 3: Marketing Planning

Competency 1: Develop a marketing plan using marketing information.		

Suggested Enduring Understandings	Suggested Essential Questions
1. Marketing strategies must be used to develop a marketing plan. 2. Knowledge of market segmentation is critical to develop a marketing plan. 3. Certain criteria are found in an effective target market. 4. Market planning is necessary for developing an effective marketing plan. 5. Market analysis is used to develop an effective marketing plan. 6. Research and investigation are necessary for a marketing plan to be effective.	1. Why are marketing strategies used to develop a marketing plan? 2. What is market segmentation, and why is it important? 3. What criteria result is an effective target market? 4. What are the benefits of market planning? 5. How is market analysis used to develop an effective marketing plan? 6. Why is it necessary to research and investigate before developing a marketing plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the concept of marketing strategies, and identify market segments.	a. Discuss terms related to market planning such as image, marketing plan, marketing strategy, segment, and target market.	a. Monitor class activity to ensure that all students participate.
b. Explain marketing planning.	b. Discuss the following four criteria necessary for an effective target market: The people in the target market must have common important needs and respond in a similar way to marketing activities designed to satisfy those needs. The people outside of the target market should have enough differences from those in the market that they will not find the marketing activities satisfying. There should be adequate information about the people in the target market so they can be identified and located. There should be enough information about the consumers' needs and how they make purchasing decisions that an effective marketing mix can be developed.	b. Monitor class activity to ensure that all students participate.

c. Explain how to conduct a market analysis.	c. Identify the five types of market analysis, which are often referred to as SWOT (strengths, weaknesses, opportunities, and threats), used in developing a marketing plan: purpose and mission of the business, description of current markets and strategies, primary competitors and their strengths/weaknesses, external environment analysis, and internal analysis.	c. Evaluate research for content and appearance.
d. Develop a marketing plan.	d. Have students discuss and create a marketing plan based on the information learned from the unit.	d. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

Competency 2: Assess marketing strategies to improve return on marketing investment.

Suggested Enduring Understandings	Suggested Essential Questions
1. There are certain measures used to control market planning. 2. Performance measures and financial outcomes are linked together. 3. Performance measures may be interpreted to determine financial outcomes.	1. What are the measures used to control market planning? 2. What is the relationship between performance measures and financial outcomes? 3. How does the interpretation of performance measures determine financial outcomes?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe measures used to control marketing planning.	a. Discuss the marketing mix (product, price, distribution/place, promotion) and its relationship to marketing planning. Have students take notes on the stages of a product life cycle and how analysis of those stages helps businesses develop effective marketing mixes. Stages include the following: introduction, growth, maturity, and decline.	a. Monitor class activity to ensure that all students participate.
b. Describe strategies used to link performance measures to financial outcomes.	b. Have students create a plan of activities or procedures to evaluate the marketing strategy. The students can use the following questions as a reference: What information is needed to complete marketing planning? What activities must be completed in developing each of the mix elements? Who will be responsible for each of the activities identified?	b. Evaluate research for content and appearance.

		When will each activity be initiated?			
		When will each activity be completed?			
		What money and other resources will be needed for each of the activities?			
		How and where will the necessary money be obtained?			
		Who is responsible for preparing and managing the budget?			
		Information collected in the evaluation is used to make improvements in marketing activities while the plan is being implemented.			
c.	Interpret performance measures to determine financial outcomes.	c.	Students will research various existing companies and use all they have learned in this unit to evaluate that company's financial outcome. They are to prepare a report on why they feel that particular company is succeeding or failing based on that financial outcome. The student will also predict the future success of that company.	c.	Students will be evaluated based on the Written Report Assessment Rubric. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

References

Burrow, J. L. (2009). *Marketing 3E.* Mason, OH: South-Western.

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2006). *Marketing essentials.* New York, NY: Glencoe-McGraw Hill.

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Sales and Distribution

Unit 4: International Marketing

Competency 1: Understand marketing's role and function in business to facilitate economic exchanges with customers in the international business communities.

Suggested Enduring Understandings	Suggested Essential Questions
1. Marketing is important in a global economy. 2. There are certain functions in the marketing process. 3. It is important to evaluate global trends and opportunities.	1. Why is marketing important to a global economy? 2. What are the functions of the marketing process? 3. What are the benefits of evaluating global trends and opportunities?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain marketing and its importance in a global economy.	a. Define international marketing. Review with students the importance of imports, exports, balance of trade, scarcity, utility, and how no one country has all of the resources that it needs to survive. We must trade with others.	a. Assess student knowledge through a summative assessment using a classroom response system and/or blackboard.
b. Describe marketing functions and related activities as it relates to International Marketing.	b. Review the functions of marketing to include distribution, marketing-information management, pricing, product/service management, promotion, selling, and financing, and discuss how each of these functions are explored in international marketing. Hold a classroom discussion about the fact that distribution and point of sale (place) change drastically in international marketing. Students will complete Lesson 5 "Interpreting Trade Data, Graphs, and Charts" from "Focus: International Economics" from the Virtual Economics CD-Rom.	b. Monitor class activity to ensure that all students participate. Student work will be assessed by grading the completed lesson.
c. Assess global trends and opportunities.	c. Describe the International Trade Organization, General Agreement on Tariffs and Trade (GATT), and World Trade Organization (WTO). Discuss how e-commerce has changed the process of global trade over the past decade in developed countries. In groups of two to three, students will create an electronic slide presentation on the symbols and customs of two international communities. In this electronic slide presentation, students will discuss how an American will conduct business in an international community. The students will be graded on the electronic slide presentation rubric.	c. Monitor class activity to ensure that all students participate. The teacher will use an Electronic Slide Presentation Rubric. Students will be evaluated for posting their discussion board with correctness.

On the Blackboard discussion board, have students post opinions on piracy of movies that are currently in the theatres and their impact on U.S. movie industry. After the discussion, have students research other items that are pirated in other countries to include CDs, DVDs, and watches, software, processed foods, automobile parts, and pharmaceuticals. In groups of two to three per group, students will present an electronic slide presentation on piracy while including discussions on the victims of piracy.

Competency 2: Understand the impact of global trade in business decision making.

Suggested Enduring Understandings

1. Global trade is necessary to facilitate economic exchanges with customers.
2. There are positive and negative effects of global trade on retailing.
3. Current retail trends are driven by global trade.
4. Determinants of exchange rates may have positive or negative effects on the global economy.
5. Global trade is affected by cultural and social environments.
6. Global trade may be shaped by certain labor issues.

Suggested Essential Questions

1. How is global trade related to economic exchanges with customers?
2. What are the positive and negative effects of global trade on retailing and determinants of exchange rates?
3. How does global trade affect current retail trends?
4. How do cultural and social environments and labor issues affect global trade?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the nature of global trade.	a. Describe and define the following terms in international marketing: balance of trade, imports, exports, benefits of trade, production possibility curve, absolute advantage and comparative advantage, factors of production, barter, boycott, tariff, piracy, embargo, and quota. Discuss time zones and the importance of knowing the difference in times when contacting businesses. Define free trade, and discuss the various free trade agreements to include NAFTA, ASEAN free trade agreement, SAFTA, and EFTA. Students are to divide in three groups: one group representing a government agency arguing in favor of a regulatory control on foreign countries, one group representing a group that wants to cut costs in international trade to improve relations, and one smaller odd numbered group representing judges weighing both issues and making a determination on who won the debate and describe why it was won based on a rubric	a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Students will be assessed using the debate rubric.

		provided in advance. The group of judges must research both sides prior to the debate so that it will be aware of information that could be provided. An excellent Web site to choose issues is http://www.procon.org/.	
		Write the names of the countries involved in the free trade agreements listed, and write the name of each country on two different pieces of paper. Use six empty boxes at the end of the classroom with the following labels listed on the outside of each box: two boxes labeled NAFTA and EFTA, two boxes labeled ASEAN list, and two boxes labeled SAFTA. Divide the class into two equal groups, and have students run a relay race using the countries selected, and have them categorize each country with its trade agreement and drop it in the proper box. Deduct 5 seconds for each item that does not belong in the box selected. The winning team is the team that separated the countries in the least amount of time after deductions have been made.	Monitor class activity to ensure that all students participate.
b.	Identify the effects of global trade on retailing.	b. Discuss e-commerce and the political, cultural, and legal barriers to developing e-commerce to include ads that target children, credit card usage, timeliness of shipping, and lack of trust. After discussing NAFTA, ASEAN free trade agreement, SAFTA, and EFTA, the students will prepare an analysis chart discussing the pros and cons of free trade agreements.	b. Assess students' knowledge through a summative assessment. Students will be assessed by grading their chart with the chart rubric.
c.	Explain current retail trends driven by global trade.	c. On a blog, hold a class discussion on the impact of global marketing with the international regulations on lead, toxic chemicals, and so forth and the current recall of products due to the use of unsafe products when developing manufactured or consumable goods for sale to other countries. Have students choose a developed country and research the cultural, language, and other possible trade barriers and etiquette required in an international business transaction. Include the currency rates and the conversion of currency to the U.S. dollar. The students will create an electronic slide presentation to present to the class.	c. Evaluate students' posts for quality of postings, number of postings, and correct use of grammar. The students will be evaluated based on a presentation rubric.
d.	Describe the determinants of exchange rates and their effects on the domestic economy.	d. Discuss the currency and exchange rates of countries to include the Japanese yen, Eurodollar, franc, and Canadian dollar. Students will choose one of the currencies from the other countries and develop a presentation on that currency and	d. Monitor class activity to ensure that all students participate.

				how it relates to the U.S. dollar.	
e.	Discuss the impact of cultural and social environments on global trade.	e.	Hold a classroom discussion on the belief system to include the cultural, rules of conduct and ethics of foreign countries. Research the language and other trade barriers of developing, developed, and underdeveloped countries.	e.	Monitor class activity to ensure that all students participate.
f.	Explain labor issues associated with global trade.	f.	Discuss with students about visas, passports, green cards, medical vaccinations, communication barriers, religious barriers, and so forth that are labor issues related to global trade.	f.	Monitor class activity to ensure that all students participate.

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Sales and Distribution

Unit 5: Fashion Marketing

Competency 1: Explain the basic concepts of fashion marketing.	

Suggested Enduring Understandings	Suggested Essential Questions
1. The fashion marketing industry has commonly used jargon. 2. There are different phases of the fashion cycle. 3. There are similarities and differences between classics and fads. 4. There are five types of fashion retailers. 5. There are different classifications of fashion collections.	1. What is common jargon within the fashion marketing industry? 2. How are the different phases of the fashion cycle alike, and how do they differ? 3. How are fads and classics alike and different? 4. What are the five types of fashion retailers? 5. How are fashion collections classified?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define terms commonly used in the fashion marketing industry.	a. Discuss and identify terms commonly used in the fashion marketing industry including fashion marketing, merchandising, forecasters, trends, avant-garde, couture, fashion cycle, filament, haute couture, knock-offs, natural fibers, manufactured fibers, prêt-a-porter, ready-to-wear, open-to-buy, style, retro, silhouette, sweatshops, vintage, fads, classics, designer, and soft lines. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Have students research the meanings of the above fashion marketing terms and choose 10 to find more information and images related. The students will then create a fashion portfolio using the information gained.	a. Evaluate students' Wiki/discussion board postings for correctness. Evaluate fashion portfolio for completeness, accuracy, and neatness.
b. Differentiate among the different phases of the fashion cycle.	b. Have students discuss the fashion life cycle and give an example of an item of clothing that is at each stage of the cycle. Terms to use are introduction stage, growth stage, maturity stage, and decline stage. Have students research and print images using each phase of the fashion cycle. The students will then provide a storyboard discussing the items and why each is considered in that fashion stage. The student will choose a decade of the 20th century. Use the Internet or the library to do research about the influence of historical events on fashion during that decade. Summarize two research articles you find, and identify the source(s). Have students post comments and ideas on a Wiki or discussion board in Blackboard.	b. Monitor class activity to ensure that all students participate. Evaluate fashion storyboard for completeness, accuracy, and neatness. Evaluate research article summaries for content, accuracy, and

		neatness.
c. Distinguish between fads and classics.	c. Discuss the differences between fads and classics. To illustrate the difference, the teacher will show actual examples of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	c. Monitor class activity to ensure that all students participate.
	Have students look in their closets and identify items of clothing that they think follow a fashion fad or classic. Have students share findings with the class.	Evaluate students' wiki/discussion board postings for correctness.
	Research the differences between fads and classics. The information obtained through this research will emphasize the history connection involved with fashion as well as integration with social studies. Have students present findings to the class.	Students will be evaluated on the fact that they followed directions and participated in the classroom sharing session.
		Students will be evaluated on the completion of the Webquest activity.
d. Compare the five predominant types of fashion retailers based upon fashion product mix in the United States.	d. Have students create a poster or booklet containing appropriate examples and categorize them under department stores, discount stores, off-price stores, chain stores, and boutiques. Students will present the final product to the class.	d. Evaluate poster or booklet for completeness, accuracy, and neatness.
e. Classify fashion collections.	e. Using the Internet, whiteboard, and LCD projector, the teacher will search a given fashion designer collection to show how the function or the occasion for which garments are intended to be worn can be used to categorize them including sportswear, active wear, career wear, evening wear, lingerie, and accessories.	e. Monitor class activity to ensure that all students participate.

Competency 2: Examine and analyze the major fashion components.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Fashion demand is shaped through environmental influences. 2. There are different classifications of the primary principles of design. 3. There are different basic elements of design. 4. It is important to be able to identify common natural and manufactured fibers. 5. Current or emerging fashion trends play a role in the fashion marketing industry.	1. How does the environment affect the demand for fashion? 2. How are the primary principles of design classified? 3. What are the differences among basic elements of design? 4. Why is it important to know the differences between common natural and manufactured fibers? 5. What are the benefits of understanding trends in

the fashion marketing industry?

Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strate
a.	Identify the major environmental influences on fashion demand.	a.	Discuss with students why they purchase the clothes they wear to determine the influence. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	a. Evaluate students' Wiki/discussion board postings for correctness.
			Discuss environmental influences that affect fashion such as basic needs, personal activities, personal preferences, family, friends, media, and society. Use this information to prepare a collage of pictures that represents each. Have students present the collage to the class.	A collage will be graded for completeness, accuracy, and neatness.
			The teacher will assess knowledge by having students apply environmental influences in their lives to the reasons for purchases. Students will pick five outfits and take a digital picture (classroom digital cameras needed) of each. Students will then find pictures relating their wardrobe picks to reasons to buy. Students will share pictures with the class.	Evaluate research for content and appearance.
b.	Classify the primary principles of design.	b.	Have students discuss the primary principles of design, which are balance, proportion, emphasis, rhythm, and harmony, giving examples of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
			Observe how the elements and principles of design are used in your school and surroundings. Describe the effects that you see. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	Evaluate students' Wiki/discussion board postings for correctness.
c.	Distinguish between the basic elements of design.	c.	Have students find an illustration of a simple garment. Using felt-tipped pens or crayons, show how emphasis might be added to the garment design. Use the same concept for the other principles to reconstruct a garment. Have students present their projects to the class.	c. Student illustrations will be graded for completeness, accuracy, and neatness.
			Have students discuss the elements of design and the definition of each as well as locate an example of each using the Internet. Elements of design include line, shape, space, texture, and pattern. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	Evaluate students' Wiki/discussion board postings for correctness.

			Use the elements and principles of design to create an effective brochure that a store might use to promote an upcoming fashion show. Have students present their brochures to the class. Have students create a piece of "fabric" according to an assigned color scheme. The students will use this piece of fabric to create a complete outfit for a paper doll, applying the elements and principles of design.		Evaluate brochure research using a teacher-created rubric.
d.	Identify and illustrate common natural and manufactured fibers.	d.	Have students discuss fabric terms such as fibers, natural fibers, and manufactured or manufactured fibers and explain the differences of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	d.	Evaluate students' Wiki/discussion board postings for correctness.
			In a clothing catalog, have students choose three garments of the same type, such as dresses or men's shirts. Students will read the garment descriptions and list the natural and manufactured fibers used in each one. Students will then compare their lists with those of classmates. What can they conclude about the use of various fibers or about the use of natural fibers compared to manufactured? Have students post comments and ideas on a Wiki or discussion board in Blackboard.		Evaluate students' Wiki/discussion board postings for correctness.
			In a catalog, students will locate two similar garments, one made of natural fiber and the other made of manufactured fiber (ex. silk scarf vs. rayon scarf). Students will then compare the prices to determine how natural and manufactured fibers affect the price. Have students post comments and ideas on a Wiki or discussion board in Blackboard.		Evaluate students' Wiki/discussion board postings for correctness.
e.	Analyze a current or emerging fashion trend.	e.	Have students discuss trends from the 1900s. In a report, use the text and information gained from the Internet to construct a paper discussing this information to add to the fashion portfolio. Compare past to today's emerging fashion trends seen in magazines or worn by celebrities. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	e.	Evaluate students' Wiki/discussion board postings for correctness.
			Use current catalogs and the Internet to discuss the emerging trends of today. Are these trends popular in the Mississippi area? Have students post comments and ideas on a Wiki or discussion board in Blackboard.		Evaluate students' Wiki/discussion board postings for correctness.

Competency 3: Assimilate information about various careers in fashion marketing.

Suggested Enduring Understandings

1. There are many career opportunities available in fashion marketing.
2. When entering the fashion industry, it is important to prepare for a job in that field.

Suggested Essential Questions

1. What are some of the careers in fashion marketing?
2. Why is it important to prepare for a job when entering the fashion industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate a career in fashion marketing.	a. Have students research the skills needed for a career in fashion marketing and discuss the different jobs related to fashion marketing. Have students share findings with the class. Have students research a fashion marketing career that interests them and plan an illustrated talk on that career. Include a job description; the skills, personal qualities, and education needed; salary range; and the job market outlook. Use charts, photographs, or other helpful visuals to clarify your information and add interest to your presentation. Have students present findings to the class.	a. Monitor class activity to ensure that all students participate. Evaluate research for content and appearance. Monitor class activity to ensure that all students participate.
b. Explore ways to prepare for a career in the fashion industry.	b. Have students choose one of the careers in the fashion marketing industry and give examples of how people in that career might demonstrate the following qualities: honesty, reliability, fairness, cooperation, self-discipline, and loyalty. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Have students complete the Careers in Fashion Webquest on http://www.mamkschools.org.	b. Evaluate students' Wiki/discussion board postings for correctness. Students will be evaluated by completing the Webquest. Their answers will be graded for accuracy and completeness.

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Sales and Distribution

Unit 6: Sports, Special Events, and Entertainment Marketing

Competency 1: Discuss the importance of marketing to sports, special events, and entertainment industries.		
Suggested Enduring Understandings		**Suggested Essential Questions**
1. There is a variety of sports, entertainment, and special events industries. 2. There are certain products that are related in each of these industries.		1. What are the various sports, special events, and entertainment industries? 2. How are certain products related to these industries?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the various sports, special events, and entertainment industries.	a. Identify the various sports, special events, and entertainment industries. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Define entertainment marketing, and predict how the Internet will change entertainment marketing in the future. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Using the Internet, research different types of entertainment and how each one is marketed. Use your research to create a graph through Excel discussing the marketing differences and similarities. You are to assume the role of the new CEO of the Dallas Cowboys. Sales in the past have been low for season tickets. What are your suggestions for marketing your team to increase seasonal ticket sales? Have students post comments and ideas on a Wiki or discussion board in Blackboard.	a. Evaluate students' Wiki/discussion board postings for correctness. Evaluate students' Wiki/discussion board postings for correctness. Student graphs will be graded using a rubric for completeness, accuracy, and neatness. Evaluate students' Wiki/discussion board postings for correctness.
b. Research related products in the sports, special events, and entertainment marketing fields, and discuss how those products are marketed.	Research types of sports-, special events-, and entertainment-related products such as hats, T-shirts, and other items, and present the research orally to the class. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Use a graphics program to create a design for a sports team. Discuss the different promotional ads to be used for your team. Research pricing strategies on the Internet. Have students' present design to the class.	b. Evaluate students' Wiki/discussion board postings for correctness. Evaluate students' Wiki/discussion board postings for correctness.

Student designs will be graded for completeness, accuracy, and neatness.

Competency 2: Explain the function of public relations/publicity and the agent/personal manager in sports, special events, and entertainment marketing		

Suggested Enduring Understandings	Suggested Essential Questions
1. Public relations and publicity play a major role in the sports, special events, and entertainment marketing process. 2. An agent or a manager has certain roles and responsibilities in these industries.	1. How do public relations and publicity play a major role in the sports, special events, and entertainment marketing process? 2. What are the roles and responsibilities of an agent or manager?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss public relations/publicity in sports, special events, and entertainment marketing.	a. Discuss the importance of positive public relations for sports, special events, and entertainment marketing. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Look through newspapers, sport magazines, or Web sites to find two examples of fans displaying good sportsmanship and two in which they created a negative image. Explain what demonstrated good and bad sportsmanship in the four examples. List three of your favorite athletes. Do they have a good public image? Read about them to discover public service in which they are involved that enhances their reputation. Write a one-page paper discussing your athlete and his or her image/reputation.	a. Evaluate students' Wiki/discussion board postings for correctness. Monitor class activity to ensure that all students participate. Evaluate research for content and appearance. Evaluate a one-page paper using the Written Report Assessment Rubric.
b. Review the agent's/personal manager's role in sports, special events, and entertainment marketing.	b. Reference the movie *Jerry McGuire* to open a discussion of exactly what being an agent or a personal manager might include. Are you the type person that could handle this particular job? Assume the role of a personal manager for your favorite celebrity. Write a newsworthy article or news release for your celebrity based on true/relevant information.	b. Monitor class activity to ensure that all students participate. Evaluate the article using the Written Report Assessment Rubric.

Competency 3: Discuss legal issues related to sports, special events, and entertainment marketing.

Suggested Enduring Understandings

1. There are different types of contracts.
2. When dealing with contracts, there are legal implications that may occur.

Suggested Essential Questions

1. What are the different types of contracts?
2. What legal implications may occur when dealing with contracts?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss types of contracts including expressed, implied, unilateral, and bilateral.	a. Discuss the following terms related to legal issues and marketing: liable, risk, copyright laws, royalty, contracts, noncompete clause, player's associations, collective bargaining, collective bargaining agreement (CBA), salary cap, and licensing. Work in groups to determine examples of each.	a. Monitor class activity to ensure that all students participate in the group activity.
b. List legal implications of contracts and breach of contract.	b. Discuss the three long-standing laws that have a major impact on sports and entertainment (Sherman Antitrust Act of 1980, Clayton Act of 1914, and National Labor Relations Act of 1935). Each student will research the Internet for recent legal issues related to sports, special events, or entertainment.	b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Evaluate research for content and appearance.

Competency 4: Examine licensing and copyright laws as they relate to sports and entertainment marketing.

Suggested Enduring Understandings

1. Licensing and copyright laws are essential in the sports and entertainment marketing industries.
2. It is illegal to copy via the Internet or scanning equipment.

Suggested Essential Questions

1. Why are licensing and copyright laws necessary in the sports and entertainment marketing industries?
2. Why is it illegal to copy via the Internet and scanning equipment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies

a. Explain the concept of licensing and copyright laws, including sports products and music or video products.	a. Define the terms copyright and licensing.
	
	What is the financial value of licensing sports and entertainment merchandise? Research examples on the Internet dealing with this subject. Think of items that are not currently merchandised by sports leagues. Discuss new products that could be associated with a sports league licensing agreement.
	  i. Draw the item, or write a specific description of it.
	  ii. Discuss why the item selected is not currently a licensed product.
		a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
		
		Evaluate research for content and appearance.

	iii. Present your product and plans to the class in an oral report. Discuss how sports or entertainment superstars are affected when copyright laws are violated via Internet or scanning equipment. Research and present current copyright laws that relate to sports or entertainment marketing.	
		Monitor class activity to ensure that all students participate.
b. Explain why it is illegal to copy via Internet or scanning equipment.	b. Explain the reasons for copyright laws as they relate to all types of media. List the advantages for the artists involved. Discuss illegal sources used to download media today and its influence on society. You are head of the marketing department for a company that wants a new idea for licensed merchandise. Your goal is to produce and market a product that is already desirable, but you want to add a sports league logo that will make the product even more popular.	b. Monitor class activity to ensure that all students participate.

Competency 5: Discuss the role of sponsorships in sports, special events, and entertainment marketing.

Suggested Enduring Understandings	Suggested Essential Questions
1. There are reasons why companies sponsor sports, special events, and entertainment marketing events. 2. There are various ways that companies can get involved in sponsoring such events.	1. What is sponsorship? 2. What are the pros and cons of sponsorship? 3. Why would a company sponsor a special events activity? 4. How can a company research to determine what information is needed to sponsor an activity?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the reasons that companies sponsor sports, special events, and entertainment industries.	Discuss reasons for sponsorship to include increasing sales; introducing new products or services; competing where potential customers are in one place; being identified with an event; earning goodwill; showing community commitment; entering new markets; entertaining new clients, employees, or potential customers; and enhancing the companies' image.	a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
	List common sponsors for an athletic event to begin a class discussion. Follow with discussing the reasons that companies sponsor such events. Include name recognition, goodwill, and community/state/national involvement.	Monitor class activity to ensure that all students participate.

	Students will take a virtual field trip to discover local sponsors of community parks, ballparks, and so forth. Students will take a field trip to the Sports Museum in Jackson, MS, to tour the facility and observe a presentation made by the museum's marketing director.	Students will be assessed by their answers to the questions about the virtual tour. Students will complete a field trip evaluation form and answer questions pertaining to the presentation that they observed on the trip.
b. Discuss ways companies can get involved in sponsoring a sports, a special events, or an entertainment program.	b. Invite a guest speaker from a local company that sponsors sports, special events, and entertainment to discuss pros and cons to sponsoring. Research sponsorships to find how companies can get involved. Assume the role of a business owner in a small community where funds are limited for athletic equipment and uniforms for the high school women's track team. Devise three different sponsorship packages to help the team.	b. Students will complete a guest speaker evaluation form and answer questions pertaining to the topics that were discussed during the presentation. Student sponsorship packages will be evaluated for completeness, accuracy, and neatness.

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Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

NAME: **DATE:**   **PERIOD:**

Refer to the article "Five Crucial Components of a Business Plan" available at http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178 for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

Electronic Slide Presentation Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Employee Performance Presentation Evaluation Form

Name _____ Date _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. If you were a manager or supervisor, how would you apply this information in the workplace?

_____

_____

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Group Work Assessment Rubric

	Highly Successful **3 points**	**Meeting Success** **2 points**	**Experiencing Difficulty** **1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

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_____

_____

_____

_____

_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

____Extraordinary   ____Excellent   ____Good   ____Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Interview Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____   __

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dressed appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
				TOTAL	

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

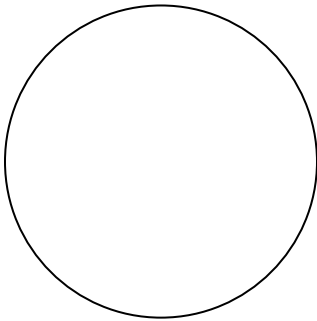|	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

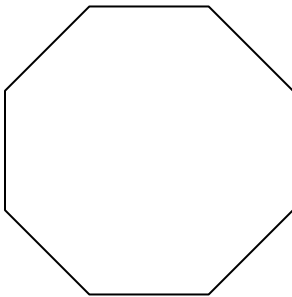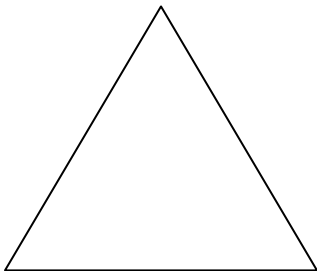**NAME:**   **DATE:**   **PERIOD:**

Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

Resume Assessment Rubric

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Safety Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Saving and Investing Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

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Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

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Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

_____

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CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Web Page Evaluation Checklist

NAME: _____   DATE: _____   PERIOD: _____

Review the Web page evaluation criteria described in detail on the following Web site:

Evaluating Web Pages http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author's qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Web Page Evaluation Checklist (Cont.)

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

NAME: DATE: PERIOD:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Web Design and Media Rich Content**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586

Web Design and Media Rich Content

Unit 1: Introduction to Web Design

Competency 1: Identify the components of Web design application software.

Suggested Enduring Understandings

1. Competing in a digital global economy entails having a presence on the Internet to reach mass consumers.

Suggested Essential Questions

1. Why is it important to have a Web page on the Internet?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research key vocabulary terms, and illustrate terminology used with Web design applications.	a. Use multimedia presentation equipment to introduce terminology. Terminology may include the following: • Root folder • Cache • Table • Local site • Flowchart • Alternative text • Browser • URL	a. Administer a written test.
b. Identify the basic components of a Web design application screen.	b. Use presentation equipment to introduce the components of good and bad Web design application screens.	b. Observation check for understanding
c. Research certification requirements for a Web specialist.	c. Use the Internet to research Digital Media Technology tests such as IC^3 and MCPD: Web Developer	c. Checklist for understanding

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
d. Identify the elements of the graphic design software interface.	d. Using multimedia such as an interactive white board, introduce students to the workplace and panels of the graphic design software.	d. Use a teacher-created rubric as an assessment tool.
e. Demonstrate knowledge of best practices for designing a Web site, such as maintaining consistency, separating content from design, and using standard fonts and Web-safe fonts.	e. Using multimedia such as an interactive whiteboard, demonstrate examples of Web sites that are appropriately designed and show differences in correct and incorrect ways to design a Web site.	e. Use a teacher-created rubric as an assessment tool.
f. Demonstrate knowledge of page layout design elements and principles, and organize content consistently.	f. Students will create a simple Web-page report that will include the following elements: Title, link to a Web site, and a table with preset columns.	f. Teacher-created rubric as an assessment tool

(Row above: "Certifications." appears in the Suggested Teaching Strategies column at the top of the page.)

Competency 2: Demonstrate skills needed for planning and creating a home page.

Suggested Enduring Understandings	Suggested Essential Questions
1. A planned and detailed home page is important to effectively market your client's Web site to its visitors.	1. What concepts are important when planning and creating a home page for a specific individual or company?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research key vocabulary terms related to planning and creating a home page.	a. Use multimedia presentation equipment to	a. Administer a written test.

	introduce terminology such as home page, storyboard, navigation, layout, layers, absolute positioning, margin, fixed width, fixed height, and padding. [T3]	
b. Plan and create a detailed storyboard for the home page of a portfolio.	b. Using multimedia such as an interactive white board, show students a sample portfolio plan, and outline a navigation system and general layout. Then have them create their own individual storyboards.	b. Teacher-created rubric
c. Incorporate principles of good user interface design on a home page.	c. Students will make design decisions such as graphic, text, navigation, and color choices and placement.	c. Teacher-created rubric

Competency 3: Demonstrate knowledge of best practices for designing Web sites, such as maintaining consistency, separating content from design, and using standard fonts and Web-safe colors.

Suggested Enduring Understandings	Suggested Essential Questions
1. Graphic design software assists Web designers in creating and designing a consistent page design and layout across a Web site.	1. Why do you think the content page is the user's most frequent and final destination as it pertains to a particular Web site?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research key vocabulary terms, and illustrate terminology used with creating content pages.	a. Use multimedia presentation equipment to introduce terminology and show how each affects Web	a. Administer a written test.

	design.	
	Terminology may include the following: • Import • Copy • Paste • Consistency • Paragraph style • Usability	
b. Demonstrate knowledge of designing a Web site.	b. Using multimedia such as an interactive whiteboard, show students a sample electronic portfolio, and discuss topics related to consistency of navigation, navigation choices, consistency of design and appearance, page elements, and benefits of consistency as it relates to usability.	b. Teacher-created rubric as an assessment tool
c. Make design decisions such as colors, layout, and structuring navigation through Web sites.	c. Students will import a text document into a Web page and set and modify document and text properties.	c. Teacher-created rubric as an assessment tool

Competency 4: Demonstrate proficiency linking Web content using hyperlinks, e-mail links, and named anchors.

Suggested Enduring Understandings

1. Moving between pages within your Web site creates a need to link those pages that are relative and do not include the complete URL.

Suggested Essential Questions

1. How do you know if you are having hardware or software problems?
2. Why is the Internet so important to business?
3. What is one of the most important marketing tools known today?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify key vocabulary terms related to linking pages.	a. Using multimedia presentation equipment, introduce terminology, and show examples. Terminology may include the following: • Hyperlink • Link • Absolute link • Site-root-relative link • Link target • Named anchor • Pathname	a. Administer a written and application test.
b. Demonstrate adding links using the Properties pane.	b. Discuss with the students their knowledge of dealing with links in various documents.	b. Observation check for understanding
c. Create links using the Hyperlink dialog box.	c. Discuss absolute, site-root-relative, and document-relative.	c. Observation check for understanding
d. Demonstrate three methods for using the property inspector to create links from text or an image to another document.	d. Prepare a PowerPoint demonstration showing students methods of linking documents.	d. Peer evaluation of completed links

Competency 5: Demonstrate knowledge of Web site accessibility standards that address the needs of people with visual and motor impairments.

Suggested Enduring Understandings

1. The use of nonstandard formats can cause significant accessibility and usability problems for some people.

Suggested Essential Questions

1. Why would you spend weeks working on a project before testing it?
2. Why do companies employ people who test

2. Evaluation is crucial in any quality activity.   software?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify terminology and techniques associated with ensuring usability and accessibility.	a. Using multimedia presentation equipment, introduce terminology and show examples. Terminology may include the following: • Multimedia • Alternative text (Alt text) • Accessibility • Usability • Embedded link • Navigation elements • Readability • Site structure	a. Evaluate performance assessment of individual exercises.
b. Demonstrate the ability to use visual clues about navigation, structure, and organization.	b. Organize students into groups of four or less, and discuss navigation and usability. Using multimedia, explain the importance of creating usable and accessible resources in Web pages.	b. Students prepare a self-reflection on what they have learned about the principles of good usability and accessibility and how navigation compares between print and Web media.
c. Demonstrate text-formatting guidelines that improve Web site readability.	c. Discuss the use of serif and sans serif fonts and the use of color, alignment, indentation, paragraph headings, and lists.	c. Distribute a complete Newspaper to grouped students, and let them peer analyze for usability and accessibility.

Competency 6: Demonstrate how to insert a graphical navigation bar created in a separate program.

Suggested Enduring Understandings

1. The use of a graphical navigation bar forces prioritization of thought and creates a solid foundation that can be progressively elaborated upon without losing sight of the entirety.

Suggested Essential Questions

1. What are the features of a graphical navigation bar?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify terminology and techniques associated with ensuring usability and accessibility.	a. Using multimedia presentation equipment, introduce terminology and show examples. Terminology may include the following: • Button • Navigation bar • Up state • Over state • Down state • Over while down state • Active area • Roundtrip editing	a. Performance assessment of individual exercises
b. Demonstrate how to create three-state buttons and how to set the active area for a button using a multimedia authoring program.	b. Using multimedia equipment, demonstrate how to create a three-state button and how to set the active area for a button using a multimedia authoring program.	b. Peer evaluation
c. Demonstrate how to export a navigation bar from a different application.	c. Ask students to create buttons for each element of their navigation bars.	c. Peer evaluation

| d. | Demonstrate how to use roundtrip editing to edit images with different software. | d. | Ask students to export their navigation bars from creation software and then insert the navigation bars into their portfolio pages using their Web page application. | d. | Self-reflection |

Competency 7: Produce Web site designs that work equally well on various operating systems and browser versions.

Suggested Enduring Understandings

1. Quality assurance is required to ensure that a product (Web page) is capable of performing what it was designed to do.

Suggested Essential Questions

1. What is quality assurance?
2. What steps would you take to guarantee quality?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify terminology and techniques associated with ensuring quality assurance.	a. Using multimedia presentation equipment, introduce terminology and demonstrate or show examples. Terminology may include the following: • Quality assurance • Criteria • Compatibility • Testing • Broken links	a. Evaluate performance assessment of individual exercises.
b. Conduct a quality assurance test on the students' electronic portfolios.	b. Using multimedia presentation equipment, explain the importance of creating usable and accessible resources in Web pages.	b. Create a checklist of the technical features students need to test.

	c.	Demonstrate how to conduct a technical and functional usability test.	c.	Present an overview of how students will conduct a technical and functional usability test.	c.	Once work is completed, students should fix problems found on checklist.

Competency 8: Identify techniques and methods for basic usability tests and collecting site feedback.

Suggested Enduring Understandings

1. Usability is required to ensure that a product is capable of performing what it was designed to do.

Suggested Essential Questions

1. What is usability testing?
2. How would you conduct a usability test?

	Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strategies
a.	Identify terminology and techniques associated with ensuring usability and accessibility.	a.	Using multimedia presentation equipment, introduce terminology and show examples. Terminology may include the following: • Usability test • Latent behavior • Observation • Feedback	a.	Evaluate performance assessment of individual exercises.
b.	Demonstrate methods for collecting site visitor feedback and site evaluation information.	b.	Using multimedia presentation equipment, explain the importance of creating usable and accessible resources in Web pages.	b.	Students should create a test interview form to collect information from visitors to their sites and analyze results.
c.	Identify characteristics of what a usability observation looks for.	c.	Using multimedia, demonstrate the behavior pattern of a typical site visitor.	c.	Peer evaluation

Competency 9: Demonstrate knowledge of using and managing assets, links, and files to publish and update site

| | files to a remote server. | | |

Suggested Enduring Understandings

1. It is essential to use several tools and applications for content creation in publishing a Web site on the Internet.

Suggested Essential Questions

1. How do you upload to the Internet?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify key terminology and techniques associated with publishing a Web site.	a. Using multimedia presentation equipment, introduce terminology and show examples. Terminology may include the following: • Root folder • Cache • FTP • Local host • Remote site • Site map • Get files • Put files	a. Evaluate performance assessment of individual exercises.
b. Demonstrate how to set up a remote site.	b. Using multimedia presentation equipment, introduce students to the concept of publishing a Web site.	b. Generate a list of techniques that can be used to publish files.
c. Demonstrate how to use the Web browser to open newly published sites.	c. Using multimedia presentation equipment, open your Web page software, and introduce students to techniques they will need to know to publish files.	c. A checklist observation to ensure quality assurance and usability was met

d.	Identify how to navigate each page to ensure all files were successfully published and are valid and reliable.	d.	Using multimedia, explain how to navigate to each page and make sure all files were successfully published and function as they should.	d.	Peer evaluation of work completed

Competency 10: Use basic HTML tags to set up an HTML document, format text, add links, create tables, and build ordered and unordered lists.

Suggested Enduring Understandings

1. An essential part of making error corrections is to know how the error occurred.

Suggested Essential Questions

1. What does the acronym "HTML" stand for?
2. Why should you learn HTML if there is a program that will code for you?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify terminology and techniques associated with Hyper Text Markup Language (HTML).	a. Using multimedia presentation equipment, discuss and introduce terminology and show examples. Terminology may include the following: • Tag • HTML • Source code • URL • Align • Design view • Code view • Code and design view	a. Evaluate performance assessment of individual exercises.
b. Demonstrate how to locate the code view and create tags using the Web browser.	b. Using a Web browser, show students how they can use code view to examine and write HTML code.	b. Present students with a code that has errors in it. Have students correct the code and submit for a grade.

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For additional references, activities, and Web resources, please refer to the Digital Media Technology P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Web Design and Media Rich Content

Unit 2: Building a Basic Client Web Site

Competency 1: Gather information and data as it pertains to the development of a client Web site.		

Suggested Enduring Understandings	**Suggested Essential Questions**
1. A Web site can be a powerful and successful business tool when used appropriately.	1. What techniques and software are available to build client Web sites? 2. How can the student use the design process for Web site development?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Define the scope of the project and related terms.	a. Introduce the project with information about the client organization (name of organization, its mission and goals, product or service provided by the organization, an explanation of how it works, background and history, and why the organization is in search of a Web-design team). Related terms may include the following: • Audience • Screen view • Flowchart • Design comp • Production storyboard • Design review • Launch plan	a. Test for key terms, definitions, and phases of Web site development.
b. Identify the phases of a client Web site project to build a common class understanding and agreement for each phase and task (i.e., goals, target audience, content, and delivery requirements for the Web site).	b. Explore the phases of Web site production. • Structure: (1) Flowchart to portray the overall structure of the site (2) Screen views to block out the basic structure of site pages • Design: (1) Design of comps to provide detailed alternative page designs (2) Review of comps with client to ascertain client's design preferences (3) Redesign based on client feedback (4) Production storyboard • Build and test: (1) Site production based on storyboards (2) Technical and usability testing, recording bugs, and design-change requirements (3) Revision based on test results (4) Technical and usability testing of revised site (5) Final presentation to client and final revision • Launch the plan.	b. Create flowchart identifying the phases of Web site development.
c. Interview clients to	c. Discuss the kind of information the student needs	c. The student is

identify the goals and audience, the design and technical (delivery) requirements, and the main content.	from his or her client's goals and target audience in order to build an understanding of the client's needs. Students should interview clients and take notes to ensure all information has been collected to complete the Web site.	responsible for compiling a list of needs to be graded. **Client Interview Worksheet**
d. Write a brief design document incorporating information from clients.	d. Students will prepare the design document to include the headings Project Overview, Goals and Objectives, Audience, Content, Design Summary and Site Messages, and Technical (delivery) and Functional Requirements.	

Competency 2: Utilize the phases involved in planning a client Web site in order to effectively meet the client's needs.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when planned appropriately.

Suggested Essential Questions

1. How can a student plan properly for a successful Web site?
2. What are the project phases in planning?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies

a. Discuss the project phases again in the context of the client Web sites.	a. Ask students to organize the planning of their tasks within the project phases.
	• Define:
	  o Goals and target audience
	  o Content and asset collection
	  o Style information
	  o Delivery requirements
	• Structure:
	  o Flowchart
	  o Screen view sketches
	• Design:
	  o Design comps
	  o Review with client
	  o Redesign based on client feedback
	  o Production storyboard
	• Build and Test:
	  o Site production based on storyboards
	  o Technical test (against storyboards) and bug list
	  o Usability test
	  o Revision based on test results
	  o Technical and usability testing of revised site
	  o Final presentation to client and final revision
	• Launch:
	  o Launch plan
	
	Guide: Professional Web design and development process
		a. **Project Plan Worksheet**

b. Define a project plan for a client Web site project.	b. Assign a completion date for the client site. Discuss reasonable time frames for each phase. Ask students to discuss project plans and set due dates.	b. Check off completion dates for client sites.

Competency 3: Use an effective and functional structure in creating a client Web site.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when structured appropriately.

Suggested Essential Questions

1. What techniques and software are available to properly structure client Web sites?
2. How can the student use the structuring process for Web site development?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Build a flowchart for the client site (screen view, flowchart, and information organization).	a. Define key terms. Review the structure phase of the project. Discuss how the flowchart and screen views communicate information about the organization.	a. Key terms test
b. Present the flowchart to the client.	b. Students will organize and outline their content considering technical features that might be relevant to convey the content provided by the client, such as calendars, forms, image maps, rollover images, pop-up menus, and so forth. Students will draw a flowchart for the client site using an organizational chart or visual design software.	b. Students will submit the flowchart for a grade. (Rubric)
c. Create screen views of the home page and sample content page for the client site.	c. Introduce the concept of making quick screen views of key pages in a Web site. Show students example screen views. Discuss the techniques involved in making screen views, such as using shapes to represent graphics, showing page layout and content layout, and communicating visual design without using specific graphics. Guide: Sample screen views Discuss page elements that may be affected by delivery requirements. Examine items in each team's delivery requirements, and ask students to describe how each requirement can affect their page designs. Ask students to present their screen views to the client. The client will give an assessment of how well the information organization and placement	c. Teacher observation Have peers act as clients and evaluate screen views for a grade. (Rubric)

meets their goals and addresses their target audience.

Have students revise their screen views in response to the client's feedback.

Competency 4: Apply techniques of design to create a suitable client Web site.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when designed appropriately.

Suggested Essential Questions

1. What techniques and software are available to properly design client Web sites?
2. How can the student use the design process for Web site development?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Create design comps of a home page and a sample content page to show different looks.	a. Introduce the concept of a design comp and emphasize (1) mood, (2) color, (3) fonts, (4) images, (5) text, (6) navigation elements, and (7) presentation. Assign each student to make at least one design comp of the home page and a sample content page—showing varying perspectives on the pages but still keeping the value of consistency between the home page and content. After individual students have completed their comps, each team will select their two best home page comps and their two best content page comps to share with clients.	a. Graded design comp (Rubric) Graded team process activity (Rubric)

Competency 5: Utilize client feedback to improve a design concept.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when designed appropriately and the student maintains open communication with the client.

Suggested Essential Questions

1. What techniques can be used regarding client input that has a direct impact on the design requirements and the end product?
2. How can the student use the client's input upon the completion of the review process?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define the terms *active listening* and *production storyboard*.	a. Discuss key terms with students as they relate to storyboard production.	a. Written test on key terms
b. Use active listening skills during the client review.	b. Students will present their concepts to the client. Students should actively listen to clients' feedback: • Take notes.	b. Allow peers to act as clients giving feedback to students.

	• Ask clarifying questions such as the following:
	  o Can you identify online examples that solve this problem?
	  o How would you solve this problem?
	  o Would this solve this problem?
		Evaluate the students' note-taking abilities for a grade.

c. Revise design comps, and present revised design comps to the client.	c. Students will revise design comps based on client feedback and present their comps to the client again. Students can begin to incorporate final graphics and content as parts of the comps are approved.	c. Graded design comp revisions (Rubric)
d. Create production storyboards for client Web site.	d. Discuss storyboards. Students will understand that their storyboards are how they communicate page layout as well as font and color decisions within the team, so storyboards must include a high level of detail. Guide: Production Storyboard Students will create storyboards for all the pages in their site. Storyboards should include the following elements for each site page: • Site name • Page title • Document name • Page sketch (layout) • Background • Heading texts (specification of fonts, font sizes, styles, borders, margins, alignment, padding, and colors) • Body texts (specification of fonts, font sizes, styles, borders, margins, alignment, padding, and colors) • Description of all text, graphics, Flash movies, and video, including the order in which these elements are displayed • Buttons, links, and their destinations • Graphics, video, or Flash movie files needed for the page	d. **Production Storyboard Worksheet** Rubric

Competency 6: Utilize cascading style sheets to ensure consistency of style and theme.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when best practices for designing a Web site are followed.

Suggested Essential Questions

1. What techniques can be used to implement a reusable design?
2. What software is available for Web site design?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define key terms	a. Examine the uses of cascading style sheets.	a. Test on key terms

	related to cascading style sheets.	Terms may include the following: • Cascading style sheets (CSS) • Tag style • Class style • Selector style • Linked style sheet • External style sheet	and the importance of CSS.
b.	Create a style sheet for use with the client Web site.	b. Discuss the importance of CSS as follows: • Simplify text formatting. • Enable design of consistent-looking pages. • Enable site-wide changes. Using a sample Web page, demonstrate style features on the CSS styles panel to show students the types of styles they can create. Guide: CSS styles panel in (Dreamweaver) Students will select a style in the CSS styles panel and either make changes to an existing property in the Properties pane or click Add Property and select a property to add and manipulate. Students can also complete this same action by clicking the Edit Style button at the bottom of the panel. They can make a change to the features of the style to see how the change is implemented on the page. After manipulating styles, students should create a new style and add it to the sample CSS. Have students create the following: • A redefined style (e.g., an H1 tag that is bold and green, with a 25-point Arial font) • A new style class (e.g., a tag called special that is italic and yellow, with a 10-point Times font) • Demonstrate how to turn internal styles into a new external style sheet. Ask students to start creating external style sheets for their client sites as they follow along with the demonstration. Guide: How to create Cascading Style Sheets Have students complete the style sheets for their client sites, applying what they have learned about creating and editing styles to implement the styles required by their design comps.	b. **CSS Styles Panel Worksheet (in Dreamweaver)** **CSS Style Sheets Rubric**

Competency 7: Develop a final product for the client utilizing all design phases, feedback, and peer collaboration.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when designed appropriately and the student demonstrates knowledge of best practices for designing a Web site.

Suggested Essential Questions

1. What technical features of the software can be used to complete Web site pages?
2. How can the students use the create graphic assets for their client sites?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Work collaboratively to build a client Web site.	a. Define the following terms: • Template • Library • Search engines • Check in • Check out • Meta tags	a. Test on terms
b. Use templates and libraries to build consistent Web pages.	b. Have students work together to figure out what elements of the final comps will be on all pages of the site. Explain how using templates helps keep the site consistent while a team produces the site. Ask students to use Fireworks to create the common graphic page elements from their final comps and export each of the Fireworks graphics. They will use these graphics on the content page template.	b. Teacher observation of graphic design element
c. Apply cascading style sheets to templates.	c. Briefly demonstrate to students the templates available in the Web design software. Have students use Web site software to create a template for their content pages, following their storyboards. Their templates should incorporate their style sheets. Encourage them to use tables, paragraph styles for headings, and indentation to create and maintain a page structure and a meaningful content hierarchy. Students should insert the graphics they created in Fireworks. Make sure they add editable regions and save their files as templates. Guide: How to use templates	c. **Reusable Elements Rubric**
d. Discuss and demonstrate library features as they	d. Discuss the types of elements that can be stored in a library. Briefly demonstrate how to add an element to the library and how to place	

	a library item in a document by dragging or by using the Insert button. Have students add elements to the library for later use throughout the site, such as logos, buttons, and mottos. In particular, they should add to the library any elements that are used more than once on site pages. Guide: How to use libraries Discuss the importance of templates and libraries as tools for promoting consistency in Web site design. Other techniques with which students should be familiar include managing reusable assets in the Assets panel, applying styles to text, using standard fonts, and using Web-safe colors. Introduce the procedure for checking out the Web site software files in and out. Discuss how this procedure supports collaboration within a team and eliminates the possibility that two different team members simultaneously make different changes to a file. Guide: How to check files in and out	
relate to templates.		
e. Create a Web site using templates.	e. Have students use their templates to build all the pages for their client Web sites, inserting elements from the library as appropriate. Using the template, all team members can work on the pages and still maintain uniformity of site design.	e. Evaluation of hands-on performance

Competency 8: Test the Web site for usability and accessibility.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool when designed appropriately and the student assures quality assurance.

Suggested Essential Questions

1. What tests can be conducted to evaluate usability of the client's site?
2. What items should a student include in a checklist for testing a client site?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Conduct a technical test on a client Web site, and compile a bug list.	a. Define the following key terms: • Technical testing • Bug list • Usability testing • Latent behavior	a. Test on key terms
b. Conduct a usability	b. Have students begin the process of technical	b. Evaluate student

test on a client Web site.	testing by making a checklist—also called a test plan—of the technical features they need to test, as those features are specified in their design documents and storyboards. The checklists might include the following: • Test links to make sure they go to proper destinations. • Check for layout elements that should appear on every page (e.g., banners across the top, navigation bars). • Check the spelling of all text (such as content paragraphs and button labels) on every page. • Check that the site works in at least of the two major browsers, Netscape Navigator and Internet Explorer. If students have access to both Macintosh computers and computers with Windows installed, they should test their sites on each platform.	checklists.
c. Compile the results of technical testing and usability testing of a client Web site, make necessary revisions, and add the client site to an electronic portfolio.	c. Have students test each other's sites, or have each team follow the test checklist on their own site. Make sure testers write down the bugs and problems they find so the team knows everything that needs to be fixed. To prepare for usability testing, have student teams make a usability test interview sheet for testers to complete as they go through a site. Interview worksheet ideas can be found at www.pantos.org/atw/35317.html. Pair students from different teams, asking one partner to test the other's site, following the usability test worksheet. The other partner should observe the tester and document the tester's actions, looking for latent behavior. After the first test is completed, have partners switch roles and perform the usability test for the other student's site. From the peer feedback and personal notes, ask students to propose written solutions and implement them. If they do not plan to implement a proposed solution, make sure they document why they choose not to do so. Ask teams to revise their sites based on information from the technical and usability tests.	**Testing a Client Web Site Rubric**. **Launching a Client Web Site Rubric**

Competency 9: Compose a marketing plan to publicize the client Web site.

Suggested Enduring Understandings

1. A Web site can be a powerful and successful business tool.

Suggested Essential Questions

1. How can audience awareness be created for the client's Web site?
2. How should a client's Web site be marketed?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Create a basic marketing plan for the client Web site.	a. Define the following terms: • Launch • Promote • Marketing	a. Test on terms
b. Present a Web site and marketing plan to the client.	b. Students will investigate how to use Web search engines to promote or market a Web site. Students should explore and contrast the following options: • Find a search engine that offers free submission of Web sites. Make a list of their submission procedures. • Find a search engine or promotion site for which you pay to submit your site. State the cost, and discuss whether the benefits of the service are worth the cost. Students will outline a brief launch plan for the client site that is based on the above research. Have students think about their target audience and goals when selecting the organizations and methods they might use for promoting the site. Discuss how to organize a formal presentation to the clients. Students should point out the following: • Highlights of the client site • Explanation of how the client site functions and how it markets the clients business or product. Students will create formal presentations and then present to the clients.	b. **How to Promote a Web Site Worksheet** Grade for launch plan. Have students participate in class-wide critique of some final products. **Launch Plan and Client Presentation Rubric**

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For additional references, activities, and Web resources, please refer to the Digital Media Technology P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Web Design and Media Rich Content

Unit 3: Media Rich Content for Web Design

Competency 1: Apply media rich concepts in order to enhance a Web site.

Suggested Enduring Understandings

1. Designers choose different ways to present their Web site content—from animated graphics to rich client interfaces. How do they do it?

Suggested Essential Questions

1. How do you make the animation work on a Web site?
2. How do you put music on a Web site?
3. How do you make interactive buttons on a Web site?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify parts of a rich media software program workspace, including the following: • Timeline • Frames • Layers • The stage • Scenes • Tools • Panels • Property inspector • Symbols • Instances • Libraries	a. Show students Web sites that use Flash elements. Discuss how designers use Flash to enhance the user experience. Some elements to discuss include the following: • Navigation systems • Integrated user interface • Animated screen elements • Rich media advertising Note: Rich media advertising consists of communication using a combination of graphics with video, audio, or animation. An example is banner ads. Using a slide presentation, introduce students to the Flash interface. You might open the sample animated face document to explain and demonstrate the following elements: • **Flash document**: Where you create your Flash content. You save a Flash document as a file with a .fla extension. • **Tools panel**: Tools for drawing, painting, writing, selecting, moving, modifying, viewing, and coloring • **Panels**: Additional tools for modifying and creating objects • **Property inspector**: Where you set or change the most commonly used attributes of objects in a Flash document • **Movie**: A published Flash document. Explain the difference between FLA and SWF files. • **Stage**: Where you compose the content of a Flash document • **Timeline**: Where you organize and control the content of a Flash document over time, using	a. Written test that contains key terms, phrases, or concepts

layers and frames

• **Frame**: A single picture in a series that forms the content of a Flash document
• **Keyframe**: A frame in which you define a change in what is displayed on the stage or include frame actions to modify action on the stage
• **Layers**: Where you organize the various content elements in a Flash document
• **Scene**: Each document can contain multiple scenes, each with its own timeline and stage. Scenes can be placed within other scenes.
• **Edit bar:** Indicates the current scene. On the right side, you can select the scene to open on the stage or change the magnification for viewing the stage.
•**Symbol**: An element stored in a library for reuse in a Flash document
• **Instance**: A copy of a symbol when it is on the stage. Each instance references the complete information stored in the corresponding library symbol, without duplicating that information. The use of instances minimizes the file size of a Flash movie.
• **Library**: Where you store and organize symbols
• **Tweening**: An automated way to create smooth movement and changes over time
• **Sounds**: Music loops or sound effects that play during the movie or are triggered by an action
• **Actions**: ActionScript statements that control an object or the timeline when a movie is played

Presentation: Introduction to Adobe Flash CS3
Worksheet: The Flash workspace
Guide: The Flash workspace
Electronic file: sample_animated_face.swf
Electronic file: sample_animated_face.fla

| b. | Create an interactive animated movie that incorporates motion and shape tweens, sound, and buttons. | b. | Using the "I do, we do, you do" method, build a simple animated face with students. Highlight the following elements:
• Drawings on separate layers
• A shape tween on one layer
• A motion tween on another layer
• A static object that persists throughout the movie on a separate layer

Guide: How to create an animated face
Electronic file: sample_animated_face.swf
Electronic file: sample_animated_face.fla

During the process of creating the animated face with students, find opportunities to discuss the | b. | Performance-based assessment that includes the use of rich media to include the following:
• Video
• Audio
• Animation

Written test that contains key terms, phrases, or concepts |

following:
- Various ways to open, close, expand, and collapse panels
- Stage size and its relationship to screen resolution
- Document properties and settings (and how to open the Document Properties dialog box)
- How non-symbol shapes merge if you place one over the other in the same layer
- The difference between bitmap images and vector images in Flash
- Drawing tools, such as shapes and lines
- Selection tools, such as marquee, lasso, and magic wand
- The timeline and its use in animation
- How keyframes differ from regular frames
- Frame rate and timing (typically 12 frames per second) and the effect of frame rate on file size
- The definition of shape in Flash
- Symbols, instances, and the library
- Editing modes, such as editing an object on the stage or editing a symbol
- Locking and unlocking layers to protect objects you are not manipulating
- Publishing the face using different methods
- The differences between an SWF file and its corresponding FLA file

Guide: Symbols, instances, and the library
Guide: Frames and keyframes
Guide: How to create motion and shape tweens

As you build the Flash document, watch for the following teaching opportunities:
- When you create an instance of an object from the library, discuss why you use symbols and libraries.
- When you create tweens, discuss the two kinds of tweens.

Once students have created the initial face, pair students and have them check each other's animated faces. They should test and discuss the following:
- Select each keyframe, and determine if more than one object is highlighted on the stage. (Objects should be on separate layers if they are to be animated.)
- Select each keyframe, and determine if an object is a shape or a symbol and if the correct type of tween has been applied. (Motion tweens animate symbols; shape tweens animate shapes.)

- In turn, select each keyframe along the timeline, and make sure the object is in the expected location on the stage based on the point in the movie.

Inform students that these techniques for checking that their Flash document is clean will help when they are looking for errors in more complex movies later.

Once students successfully create the simple face, inform them that they will now add some user control and a soundtrack.

Using the "I do, we do, you do" method, introduce students to the basic concepts of using ActionScript to stop their movies from looping. Some key terms you might want to define as you step students through this process include the following:
- Class
- Object
- Property
- Variable
- Method
- Function
- Event

Guide: How to get started with ActionScript

Building on the basic concepts of ActionScript, demonstrate how to create a button to stop and play the movie. Watch for the following teaching opportunities:
- When you create a button, make sure students understand the different button states.
- What are events handlers and listeners?

Guide: How to create a button symbol

Demonstrate how to add sound on a separate layer and use actions to make sure the sound stops when the movie stops. Be sure to discuss copyright issues related to sounds students propose to add to their movies.

If students complete their animated face and buttons early, challenge them to add one or more of the following features on their own; then have them show the result to a partner and explain how they created the feature.
- Add eyebrows that do not move.
- Add eyebrows that move up as the eyes move.
- Add a tongue that comes out as the face smiles.
- Add eyes that open and close as the face smiles.

Ask students to share their completed movies with the rest of the class.

Have students add their animations to a new animation section in their portfolios to illustrate their graphics work.

Competency 2: Examine the properties and benefits of Adobe Flash software.

Suggested Enduring Understandings

1. Web Sites with animation and video look more attractive than sites that are static.

Suggested Essential Questions

1. What are the key elements to a good animation?
2. How are animations, movies, and sound added to a Web site?
3. How are animations and movies created for a Web site?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the use of technical elements such as tweens, images, text animations, actions, and sound in Adobe Flash CS3 movies and ads on the Web.	a. Have students open one or more Web sites that illustrate a variety of Flash techniques. (Alternatively, you could open such sites on the teacher workstation.) As a class, identify the following Flash techniques on the Web sites: • Motion tweens • Shape tweens • Movie clips • Buttons • Combinations of symbols, such as buttons that contain animated movie clips • Sound (number of sounds used, number of times a sound is looped) • Stop actions • Go to and play actions Have students speculate on the types or combinations of techniques that might be involved to create some of the more complicated effects they see. Discuss the purposes for implementing content as rich media. You might include the following: • Incorporating audio and video • Providing continuity • Providing transitions • Illustrating change over time • Getting multiple layers of information from one part of the display • Enriching graphical representations • Visualizing three-dimensional structures	a. Ask students to find a professional Web site that contains a variety of Flash techniques. Students must identify the Flash techniques that are used such as tweens, movies, sound, buttons, and so forth. **Analyzing Flash on the Web Worksheet** Have students attempt to recreate the techniques they have identified. Have students write a journal entry or reflective paragraph that describes how they might incorporate these techniques in their Web site design.

- Attracting attention

If time permits, challenge students to comment on one or more of the following:
- A surprising technique
- A challenging technique
- An unidentified technique
- A creative design solution

Competency 3: Incorporate video and multimedia elements into Web design.

Suggested Enduring Understandings

1. Know how to incorporate video into Web site design properly and efficiently.

Suggested Essential Questions

1. How is video a more compelling form of media for some Web sites?
2. Is video seen on Web sites the future of most multimedia types including television?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Examine Web sites that incorporate Flash video.	a. Brainstorm with students the different kinds of video they have seen on the Web and what type of video player these sites use. Some examples follow: • Video trailers of upcoming movies (QuickTime) www.apple.com/trailers/ • Television show previews (RealPlayer) www.pbs.org/wnet/nature/preview.html • News videos (Windows Media Player) http://video.msn.com/video/p.htm?rf=http://www.msn.com/ • Case studies (Flash video in Flash Player) www.adobe.com/education/products/creativesuite/customers/hed/index.html As you view these sites, you might ask students to identify some of the general challenges of incorporating video on a Web site. Some topics you can use to guide the conversation include the following: • **Bandwidth limitations**: Video files are generally quite large, requiring megabytes of data to display even short video clips. • **Complex video authoring for the Web**: No standard tool sets exist for creating interactivity, navigation control, and fusion of video with other rich media content. • **Time-consuming player downloads**: Most video playback requires site visitors to download a plug-in or application to view a video. • **Lack of compelling integration of video** and	a. Assess knowledge of different types of media players and terminology associated with the use of these players using a pre-assessment quiz and a follow-up post-test.

other Web content: Most video formats restrict playback of video to a separate generic window, interrupting the user experience.

Discuss how Flash video addresses these challenges. The benefits of Flash video implemented through Flash Player include the following:

- **Availability**: Flash Player is the most widely installed Internet video client, running on over 94% of all Internet-connected personal computers.
- **Creative control**: Designers can integrate Flash Video into a Web site by customizing the skin that frames the video.
- **Video in context**: Because Flash treats Flash Video as a media type, you can integrate video directly into a Web page just as you would any image or sound you bring into Flash.

Show students how Flash video is used to enhance the experience of different audiences. Some examples you might start with include the following:

- News: Flash video to provide recent news and events
  www.cnn.com/video/
- Entertainment: Flash video to show the latest Asian music videos
  www.iatv.tv/music/
- Research: Online polls using video interactivity as part of the poll (click Take a Sample Poll)
  http://hertzresearch.com/software.html
- Case studies (Flash video in Flash Player)
  www.adobe.com/education/products/creativesuite/customers/hed/index.html

b.	Appropriately incorporate video in a Flash document for use on a Web site.	b.	Have students identify ways in which these videos address the intended audience and the site purpose and goals.	b.	Allow students to peer evaluate knowledge of video delivery options using the Internet and appropriate Web sites.
			Demonstrate the ways to incorporate video into a Flash document. You might want to highlight the following aspects of incorporating video:		

- Delivery options, such as progressive, streaming, and embedded video
- How delivery option affects the file size of the published Flash document
- Video file formats that can be used in a Flash document
- The advantages of storing video files outside the published Flash document

Guide: How to produce video for use on the Web
Electronic file: sample_video.mov

Break students into small groups, and have each group use the sample video to create a Flash video.

c. Identify challenges with using video on the Web and the ways in which Flash video addresses these challenges and improves user experience.	c. Assign one of three scenarios to each group: • A local news team is reporting a story about the Golden Gate Bridge on its Web site. • A movie director is shooting the trailer for a movie based in San Francisco. • A tourism Web site is creating a feature to lure tourists to San Francisco. Ask each group to write a two- or three-sentence narration that will appeal to the audience each organization is trying to attract. Have each group record its narration, import the audio into the Flash document with the video, and apply appropriate audio compression settings. Ask each group to modify the skin of its video to appeal to its target audience. Guide: How to import sound	c. Evaluate the project using a rubric to determine quality of the work.

Competency 4: Utilize motion tweens to enhance the user experience.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Animations on a Web site enhance the viewer's experience.	1. Why are Web site animations more attractive than static text and graphics?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Examine Web sites that use masking and path animation techniques.	a. Introduce masking and path animations by showing students some sites that use these specific techniques, such as the following: • The Digital Classroom's example of the movement of molecules: http://thedigitalclassroom.com/showcase/flash/flash2.htm • **20 Enhancing user experience with Adobe** Flash CS3 © 2007 Adobe Systems Incorporated • National Geographic's Lewis and Clark Journey map : www.nationalgeographic.com/lewisandclark/journey_leg_1.html	a. Allow students to perform a self-evaluation on their knowledge of masking and path animation by illustrating these techniques on appropriate Web sites.
b. Build mask effects and path animations	b. Explain that the motion tweening learned in the first activity to simply change position can be	b. Allow students to peer evaluate the

	involving advanced motion tweens.	applied in different ways to create more advanced effects.	work of their classmates.
		Have students indicate the ways in which using these techniques enhances the user's ability to understand the information being presented.	
		Demonstrate to students the steps to create a masking effect and a path animation.	
		Electronic file: mask_sample.swf Electronic file: path_anim_sample.swf	
		Break students into small groups. Assign each group to create either a masking effect or a path animation.	
c.	Identify how masking and path animations can be used to enhance user experience on the Web.	c. Have students build an example of the effect and brainstorm three applications for their effect. Have them use the guides and rulers in Flash to accurately line up the objects they use when creating their masking and path animation effects. Note: Be sure to provide students with any needed assets for them to create the effect. Guide: How to use guides and rulers Guide: How to create masks Guide: How to use a motion guide for animation Guide: How to create and edit symbols After students have had a chance to complete their tasks, have a few groups share their samples and explain the applications they would see for their techniques. Let students know that later in the course they will create a digital narrative and design a Web site for a client. In each of these projects, students will have the opportunity to apply what they have learned about Flash video, masking, and path animation.	c. Use a rubric to evaluate students' animation techniques.

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For additional references, activities, and Web resources, please refer to the Digital Media Technology P.A.C.E. Web site at http://rcu.blackboard.com (available only to registered users).

Web Design and Media Rich Content

Unit 4: Planning a Digital Narrative and Creating a Script

Competency 1:	Utilize effects and film techniques to make a story more effective.

Suggested Enduring Understandings

1. Well-developed narratives contain effective transitions and effects, both visual and auditory.

Suggested Essential Questions

1. What effects and transitions can I use to make my story more effective?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Examine online examples that use various Adobe Flash CS3 techniques.	a. Introduce techniques for creating filming and transition effects; show students some sites that use these techniques, such as www.becominghuman.org and www.usolympicteam.com/kids/toons/index.shtml. Explain that certain filmmaking techniques can be incorporated into motion, shape, and text tweens to enhance the narrative capabilities of Flash. You might discuss the following: • **Pan, tilt, and zoom effect**: Moving the camera horizontally across a scene is called a pan. Moving the camera up or down across a scene is called a tilt. Moving the camera away from or toward a subject in a scene is called a zoom. • **Camera angles**: The rule of thirds and adjusting the viewing angle can help emphasize a certain aspect of the subject. • **Cross fades**: A transitional effect for moving from one image to another. This technique appears to fade in one image while another fades out. Another version of the cross fade is a color fade—dissolving between different color instances of the same object. • **Bounce effect**: A moving object rebounds before stopping. This technique grabs attention and can focus the visitor on an area of the screen. • **Transitions**: Multiple techniques (such as flipping, fading, and color fading) used to move from one section of a digital narrative to another Electronic file: pan-zoom_example.fla, Electronic file: fade_example.fla Electronic file: bounce_example.fla	a. Give a pretest reflecting the content of the competency for creating effects and film techniques.

b. Work with custom colors and gradients in Flash.	b. Explain to students that they are not limited to the colors in the default color palette. They can create new colors and gradients by using the Color Mixer panel. Guide: How to apply colors and gradients Briefly demonstrate how students can use graphic filters to create text effects. Guide: How to create text effects with filters Discuss how to import images, including the difference between importing to the stage and to the library. Discuss the differences between bitmap images and vector graphics. Guide: How to import images Discuss how Flash allows designers and developers to deliver filmmaking and traditional animation techniques over the Web by offering media-rich effects and animation with support for video and audio content, smaller file sizes, and easier authoring. Some questions to guide the discussion around these effects might include the following: • How does each of these techniques enhance the site? • Why might the developer have used Flash instead of HTML?	b. Create a checklist that assesses students' abilities to create new colors and gradients. Have students submit their thoughts on the discussion topics via blog entries.
c. Develop transition effects built through motion, shape, and text tweening in preparation for enhancing a narrative.	c. Divide students into small groups. Assign each group a filmmaking or transition technique to learn independently. Ask each group to build an example of its assigned technique and discuss where this technique might be used and how it would relate to the audience and message. Remind groups that they will teach their techniques to the class. Guide: How to create transitions with motion tweens Guide: How to create timeline effects Guide: How to use filmmaking techniques Worksheet: Examples of effects	c. Use a rubric to evaluate students' projects as they relate to the DOK of the stated competency.
d. Build filmmaking effects involving advanced motion and shape tweens.	d. You might highlight some technical aspects of Flash you are asking students to use when creating the effects: • Frame rate and how it affects playback, timing, and published movie size	d. Teacher assessment of hands-on project

- Frame labels and the benefits of using them when adding actions

Note: You might have early finishers look specifically at these technical aspects of Flash and comment on their uses as well as their effects on the size of a published movie.

Have each group explain to the class when and why its assigned technique is used. The group should then lead the class through the process of creating an example of the technique.

Note: You might have one member of the group show the steps for creating the technique while the other members of the group help students in the classroom as teaching assistants.

Wrap up the activity by explaining to students the concept of sharing resources online (similar to the presentation activity in class). The Internet provides a vast amount of general information and many specific tutorials on Flash. Explain to students that a good idea is to establish a need, categorize the type of effect they need, investigate options, and then download and customize a sample FLA file.

Show them how they might search for new techniques at sites such as www.flashkit.com.

Competency 2: Compose a digital narrative and script in order to effectively communicate through multimedia.

Suggested Enduring Understandings

1. Narratives that are well planned and well designed are more effective than those that are not.

Suggested Essential Questions

1. Are stories that are rehearsed more effective than those that are impromptu?
2. Does "well-planned" and "well-designed" look more professional?
3. What does it mean to "plan" and "design" a narrative?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Plan and design a narrative to effectively communicate a message.	a. Introduce areas where digital storytelling is used. You might look at different types of online narratives: Documentaries, personal opinions, and cartoons and animations. You might also look at non-Web narratives such as commercials. Some places to find online narratives include the following: • Arizona State University and the Institute of	a. Plan and design a narrative to effectively communicate a message.

Human Origins created this documentary: www.becominghuman.org.

- Second Story's site contains links to a variety of Web sites with interactive features on subjects ranging from the visual arts, architecture, and music to history, geography, and the sciences: www.secondstory.com.
- Youth Radio's Web site has examples that use Flash to animate commentaries on various subjects with varying degrees of seriousness: www.youthradio.org/animation/index.shtml.
- USA Olympics kids' site contains cartoons: www.usolympicteam.com/kids/toons/index.shtml.

Have students analyze and discuss each narrative you present. You might structure their analysis with the following questions:

- What type of narrative is it (such as documentary, cartoon, or personal opinion)? Describe how the words and visuals are used to make it this type of narrative.
- What is the primary audience? Describe how the words and visuals target this specific audience.
- How relevant is the narrative content to the overall purpose of the site?
- What is the message of the narrative? (Summarize in one sentence.)
- How long is the narrative piece? Does it seem too long for the amount of visual action? Does it seem too short? Why or why not?
- How does the narrative meet the site purpose, address the target audience, and enhance the overall goals of the site?

Remind students of the design and development process they followed in creating Web sites. Point out that as they create a digital narrative they will engage in the same phases of the design and development process: Defining the project, structuring the narrative, designing the narrative, building and testing the narrative, and finally publishing or launching the narrative.

b. Write a script for a digital narrative.	b. As part of the definition and structuring phases, have students write a short narrative for a Web site and indicate the goals, audience, and message of the narrative, the length of time it will take to view the narrative, and the delivery requirements for the narrative (such as download speed, screen resolution, and Internet connection speed). You	b. Allow peer evaluation of students' work using the attached rubric to evaluate students' narrative.

might present the following criteria to help contain the project:

- The audio recording for the narrative does not exceed 45 seconds.
- The length of the movie does not exceed 1 minute.
- The number of written and spoken words is not more than 50.
- The narrative contains at least one transition effect.
- The narrative contains at least one filmmaking technique.
- The narrative contains no more than five different filmmaking and transition techniques.

Worksheet: Analyzing and scripting a digital narrative

You might also suggest that students consider using one of the techniques they learned in the previous unit, such as producing video, creating masks, or creating path animations.

Allow students time to write their scripts.

Suggested Performance	Suggested Teaching Strategies	Suggested Assessment
c. Peer critique narrative scripts, considering audience and time frame.	c. Pair students, and have them trade scripts with their partners. Ask partners to read each other's scripts, analyze the goals of the narratives, and analyze the specific audiences, message of the narratives, and the time they believe it will take for the narratives to be read or animated. Have partners discuss their analyses to make sure the goals, audience, message, and time frame match what was intended. Have students revise their narrative scripts based on feedback from their partners.	c. Have students write a reflective journal entry on unit content.

Competency 3: Design an animation storyboard in order to plan and organize a digital narrative.

Suggested Enduring Understandings

1. Storyboarding is the format for planning and designing a narrative.

Suggested Essential Questions

1. Why do people take the time to storyboard their ideas?
2. Will storyboarding make for better narratives?
3. How will I be able to use storyboarding to convey my ideas for a narrative?

Suggested Performance	Suggested Teaching Strategies	Suggested Assessment

Indicators		Strategies
a. Create an animation storyboard.	a. Introduce animation storyboards and flowcharts by showing students examples of storyboards used to create cartoons, films, or other narratives. You might highlight the following ideas: • Flowcharts describe the overall information architecture or flow of the movie, and storyboards are detailed versions of the flowchart. • Storyboards do not need great drawings, just rough sketches to visually represent the scenes. • Although detailed drawings are not necessary in these storyboards, they all contain detailed descriptions of animations, interactions (such as dialog boxes), and sounds. • Flash storyboards are similar to cartoon animation storyboards but give details about text and images, (drawn and imported), video, audio, and effects (such as fading, color changing, rotation, and zooming). • Designers make storyboards for each section of a narrative. Sections occur when there is a logical break or transition in the script (when a new image is displayed or an action happens). • Often you create a storyboard for another designer or programmer. Keep this in mind when you decide what level of detail to include in your instructions. Go through the narrative summary and storyboard elements while highlighting and explaining these elements in a completed summary and storyboard. (You can use sf_fog.swf to show students a produced version of the narrative that is illustrated in the Sample Narrative and Storyboard guide, if you choose.) Narrative summary elements: • Flowchart • General movie settings • Main project folder, together with image, video, and audio subfolders • Frame rate, background color, and movie dimensions Storyboard elements: • Sketches of each section, indicating objects or images and their placement on the stage at the beginning of the section (initial state) and at the end of the section (final state) • Section descriptions for both the initial state	a. Use assigned worksheets as a method of assessing students' DOK based on the correctness of answers.

and the final state of the section
- Displayed text
- Description of images drawn in Flash
- Filenames for imported images, video clips, and sounds
- Description of imported images
- Text of any voice recording
- Any other general color or setting descriptions for the section, such as background, transparency, or object size

Transition description:
- Description of any effects (such as fading, movement, or color change) that can be created with text effects, motion tweens, or shape tweens

Guide: Sample narrative summary and storyboard
Electronic file: sf_fog.swf

b. Develop techniques for an effective animation storyboard.	b. As part of the design phase, have students create digital narrative flowcharts and storyboards based on their scripts. Some items for students to keep in mind as they build their flowcharts and storyboards include the following: • The narrative look and feel should be consistent with the site into which it will be placed. • The narrative should exemplify effective design principles. • Elements included in the narrative should be accessible. Discuss why accessibility is important to Web site sponsors as well as site visitors. Identify elements of an SWF file that can be read by screen readers. • Text should be formatted to enhance readability. Discuss minimum font sizes, use of screen fonts, when to use serif and sans serif fonts, use of font color, use of alignment and text placement, line spacing, and indentation. Worksheet: Narrative summary and storyboard	b. Students create a presentation to describe the plan and design of their storyboard to peers. Use a rubric to evaluate students' storyboards.

Competency 4: Produce a digital narrative from a peer-created storyboard.

Suggested Enduring Understandings

1. Implementation of the storyboard leads to a well-designed narrative.
2. Time management is essential in developing professional narratives.

Suggested Essential Questions

1. How well can I use my storyboard and create what I had intended?
2. How far from the storyboard can I deviate and still be an effective designer?
3. Does storyboarding incorporate a wide use of time management skills?
4. How important is time management in a

professional environment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Import optimized images and self-recorded audio into Adobe Flash CS3.	a. Have student authors collect or develop assets for their narratives. • Record audio, if there is to be a spoken narrative. • Gather images, sound loops, and video. • Gather or create content. • Optimize assets, such as graphics, sound, and video. Pair students, and have the partners trade their finished storyboards and all necessary assets for each partner to produce the other's digital narrative. Explain to producers that they need to make sure they have enough information to build the digital narrative. Have partners discuss the storyboards and ask questions to clarify the author's intent. Before students begin production, review optimal image use and file management in Flash. Some techniques include the following: • Optimize images in Fireworks *before* importing them into Flash. This step reduces image file size before creating effects in Flash. • Apply appropriate audio compression settings to the document. • Name layers and organize layers into folders. • Organize items such as buttons, graphics, movie clips, and imported images into folders in the library. • Label frames to organize sections of the document. • Set appropriate JPEG quality when publishing.	a. Use a rubric to assess students' digital narratives.

b. Produce a digital narrative from a flowchart and animation storyboard.	b. Have partners build each other's narratives, following the instructions given in the author's flowchart and storyboard. Steps to guide their process might include the following:
	• Set up the document.
	  o Create a new document in Flash, and set document properties.
	  o Import images, audio, and video.
	  o Organize the library.
	  o Save the document file.
		b. Use a checklist to determine if all assigned elements of narrative are included in the submitted product.

- Build the narrative. (These steps are not sequential but provide a checklist of tasks to complete, as indicated on the storyboard.)
  - Create new assets, such as drawings and text. Format text to enhance readability.
  - Convert objects to symbols, as appropriate.
  - Create layers for different elements, and organize the layers into folders. (It is usually a good idea to get all elements into the Flash document and then go back and animate them.)
  - Set audio compression options.
  - Insert and label keyframes at appropriate points in the narrative, including the beginning of each section.
  - Add effects.
  - Make the content accessible.
- Test and publish the document.
  - Test and refine each section and transition.
  - Test the completed movie.
  - Check spelling.
  - Publish the movie, making sure to select the option that compresses the published SWF file.
  - Test the published movie before and after it is uploaded to the Web.

After they complete their narratives, have students review their produced narratives with the authors of the animation storyboards.

Have students work together to reconcile what the author intended with the narrative. Some questions to guide their review might include the following:
- Does the content (audio and text) of the digital narrative achieve the goals and message intended by the author? If not, what content needs to be added?
- Does the digital narrative contain all the images, audio, and video the author provided? If not, what needs to be added?
- Do the techniques used to animate the narrative contribute to the overall message and goals? If not, what techniques need to be changed, removed, or added?

Have student producers revise their work according to the changes specified by the author.

Competency 5: Prepare a digital narrative for publishing by collecting feedback and editing accordingly.

Suggested Enduring Understandings

1. Reviewing and redesigning leads to a more professional narrative.

Suggested Essential Questions

1. What can I do to improve the quality of my work?
2. Is there anything that I might have implied that might be misunderstood?
3. How can I use peer evaluation to make me a better professional?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Conduct a peer review of a digital narrative.	a. Have students run their final digital narratives and conduct a technical test, such as making sure buttons work and tweening occurs as expected. Guide: How to test a digital narrative Have students conduct a usability test of their narratives. You might have students make a user test interview sheet for testers to fill out as they go through the narrative as they did when testing the Web sites in Unit 3. Students should remember to observe the tester and document the tester's actions, looking for latent behavior. Ask students to swap narratives with a new partner (not the producer of their narrative). Have the author briefly explain the intended message, goals, and audience of the narrative.	a. Have other professionals critique students' narratives.
b. Incorporate peer-suggested changes into a digital narrative.	b. Ask partners to review each other's digital narratives. Some questions to guide their review might include the following: • Does the narrative convey the intended message and address the stated goals? • How do the effects and visual content enhance or detract from the overall message and goals of the narrative? • How does the text and audio content of the narrative enhance or detract from the overall message and goals of the narrative? • How well do the effects and visual content reach the intended audience? • How relevant is the content to the overall site into which it is placed? • How well does the text and audio content of the narrative reach the intended audience? • Does the narrative fall within the required time	b. Use a rubric to assess the review process.

and word limits?
- How accessible is the content to visitors with disabilities?

Worksheet: Evaluating a digital narrative

After the review, have student authors make any necessary changes to their narratives.

c. Publish a digital narrative as an HTML document.	c. Have students publish their digital narratives. Ask students to present their final digital narratives to the class. Some questions to guide their presentations might include the following: • What are the goals, message, and intended audience? • What effects and techniques are used to support the goals and message? • How do the effects and techniques work to reach the intended audience? • What did the producer and reviewer add to the final production of the narrative?	c. Work is completed.

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Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Introduction to Information Technology**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

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Introduction to Information Technology

Unit 1: Introduction to Information Technology

Competency 1: Research educational, occupational, and leadership opportunities in information technology.

Suggested Enduring Understandings
1. Rules exist for the benefit of everyone.
2. School and program policies, procedures, and expectations reflect the standards of industry.
3. Student organizations provide leadership opportunities.

Suggested Essential Questions
1. What are the rules for the local school, and how do they benefit students?
2. How do school and program policies, procedures, and expectations mirror those found in industry?
3. What student organizations are available at the local school?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Review student rules and regulations for the local school.	a. Use a multimedia presentation to review and discuss student rules and regulations for the local school. Have students use the **Venn Diagram** to compare and contrast rules and regulations in the IT classroom to rules and regulations in other classrooms. Have students summarize their Venn diagrams.	a. Assess student knowledge of school rules and regulations through the use of a written test. Evaluate the Venn diagram for format, correctness, and creativity. Post student work on the wall to motivate students to turn in quality work.
b. Compare and contrast local program policies, procedures, and expectations to industry policies, procedures, and expectations.	b. Discuss the importance of professionalism in the workplace. Invite guest speakers to discuss qualities they look for in job applicants. Have students interview an IT industry member. If possible, have them interview multiple members. The interview should consist of questions related to work expectations, industry policy and procedures, and academic skills needed in the industry. Have students create a blog, wiki, or piece of artwork summarizing their findings.	b. Assess student professionalism weekly using the **Work Ethic Grade Chart**. Assess student blogs, wikis, or pieces of artwork for content, creativity, and format.
c. Identify and describe leadership opportunities available from student youth organizations in the school and community.	c. Describe the vocational student organization (VSO) associated with the program, and provide an overview of opportunities to participate in leadership activities, community service projects, and competitive events. Have students work in pairs to explore the VSO Web site and develop a presentation, brochure, or	c. Monitor group work throughout the unit to ensure that each member participates. Evaluate the VSO presentation.

	display that includes the motto, creed, emblem, colors, theme, and history of the organization.	Evaluate campaign posters using the **Poster Assessment Rubric**.
	Discuss with students the election process used in the VSO; compare and contrast this process with the processes used for local, state, and national elections.	Use the Blackboard Learning System to administer a quiz for terminology.
	Have students define and illustrate terms related to student organizations. Terms may include but are not limited to parliamentary procedures, standing committees, special committees, main motion, secondary motion, adjourn, agenda, amend the motion, bylaws, chair, debate, majority, minutes, motion, quorum, second the motion, table the motion, and the floor.	
	Have students participate in local officer elections modeled after the election process. Have candidates for office campaign and prepare posters and a speech. Have members vote by secret ballot.	
	Have students plan a ceremony to install officers and induct members.	
	Have students work in teams to develop club goals and service projects for the year.	
	Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.	
d. Preview the school technology acceptable use policy.	d. Review and discuss the school technology acceptable use policy.	d. Assess student knowledge of school technology acceptable use policy through the use of a written test.

Competency 2: Identify, discuss, and apply safety procedures in the computer classroom and lab.

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Safety procedures are put in place to protect both people and equipment.	1. What are the proper classroom and personal safety procedures needed to protect both people and equipment?
2. Computer hardware must be cared for and used correctly.	2. When would you use a fire extinguisher?
3. Computer equipment can potentially pose health hazards.	3. How can computer components be protected from electrostatic discharge?
	4. What are the potential health hazards when working with computer equipment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the proper classroom and personal safety procedures to include fire extinguishers, electrical, clothing, jewelry, eye protection, and so forth.	a. Discuss the impact of safety in the workplace. Pre-assess student knowledge of workplace safety by asking them to describe potential computer-related health problems and workplace safety issues. Invite a guest speaker from industry to discuss potential computer-related health hazards. If this is not possible, have students interview two to three industry members about job safety, safety tips, and safety procedures that are computer related. From the interview, have students use technology productivity tools and the writing process to write a paragraph summarizing their qualitative research. Invite a guest speaker from the local fire department to discuss fire safety. Have students locate all of the fire extinguishers in the school. Have each student determine the type of extinguisher and the last date of inspection. Have students write a summary of their findings. Have students state why they feel the specific types of extinguishers were used in the location they found them in.	a. Assess each student's safety knowledge with a unit test administered via the Blackboard Learning System, and file the completed test for documentation. Each student must score 100% accuracy before being allowed to participate in lab activities. Evaluate the student summaries for content, grammar, and format.
b. Care for and use computer hardware correctly.	b. Discuss electrostatic discharge (ESD) and how to protect equipment from ESD. Discuss power issues and how to determine if the computer is having problems related to power (i.e., burnt parts or odor, computer that reboots constantly, etc.). Have students create a safety cartoon that shows four frames of how to use equipment safely.	b. Evaluate student cartoons for creativity, content, and grammar.
c. Handle DVDs and CDs correctly.	c. Demonstrate the proper ways to handle DVDs and CDs correctly. Have students practice handling DVDs and CDs.	c. Observe students as they practice handling DVDs and CDs.
d. Identify potential health hazards when working on computer equipment.	d. Have each student use the Internet or other resource to research safety and PC security issues and procedures. Have students present findings to the class by writing and producing a play, creating a slide show, leading a panel discussion, or writing a new law. Have students work in teams of two to use the	d. Evaluate student projects for content, grammar, and delivery. Evaluate the project on OSHA and EPA regulations for

Internet to locate and print OSHA and EPA regulations related to the workplace. Have teams use presentation software to present safety procedures related to the information they researched. Have the class self-evaluate their own work and peer evaluate their classmates' work.

Provide students with case studies or scenarios that describe various hazardous situations. Have students work in teams of three or four to analyze the case studies or scenarios, applying the appropriate rules and procedures and developing ways to prevent workplace hazards and apply appropriate first aid procedures. Re-teach as needed.

Research proper disposal procedures for computers, monitors, and laptop batteries. Have students create a safety cartoon that shows four frames of how to use equipment safely.

content and delivery. Lead a discussion in which the class evaluates the solutions to each case study presented by each team.

Monitor and reinforce student safety habits throughout the year.

Competency 3: Publish and communicate with peers, experts, and other audiences using technology.

Suggested Enduring Understandings

1. Individuals should implement safety guidelines when using telecommunications and the Internet.

2. Copyright laws are used to protect intellectual properties.

3. Software licenses govern the usage of copyright protected software.

4. Browsers, search engines, and e-mail are essential Internet tools.

5. Discussion boards, blogs, wikis, list servers, and chat rooms provide a variety of ways to communicate on the Web.

6. A Web site's purpose describes the function it must perform.

7. The IT industry has evolved significantly over past decades.

Suggested Essential Questions

1. How do people stay safe online?

2. What steps can a person take to protect himself or herself when online?

3. What are copyright laws, and why are they needed?

4. What is the purpose of software licensing?

5. What is the purpose of and how can one use these online technologies: Browsers, search engines, e-mail, discussion boards, blogs, wikis, list servers, and chat rooms?

6. What is the purpose of a Web page?

7. What are the various types of Web page designs?

8. How has the IT industry changed over the years?

9. What are some of the emerging technologies in the IT industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research safety issues related to telecommunications and the Internet.	a. Show students video clips about Internet safety for teens from http://www.netsmartz.org/resources/ reallife.htm#realamy. Divide students into groups of three to four. Have each	a. Create and administer a written assessment based on the

	group research other safety issues related to telecommunications and the Internet. Have groups lead a class discussion sharing safety concerns, issues, and precautions that can be taken. Have students use cutouts from magazines to summarize and present their research in the form of a collage. Post the collage for other students in the career and technical center to see.	information provided in the video clips. b. Assess group participation using the Group Participation Rubric.
b. Develop personal safety guidelines that will be used when using telecommunications and the Internet.	b. Divide students into groups of four. Have each group visit http://www.getnetwise.org/ to research one of the following topics: • Keeping children safe online • Stopping unwanted e-mail and spam • Protecting your computer from hackers and viruses • Keeping your personal information private Ask each group to become experts on its assigned topic. Have each group teach the class about its topic. As a whole group, have students brainstorm guidelines for teen safety on the Internet. Share with students Web sites such as http://www.missingkids.com/ and http://www.getnetwise.org/. Have students complete a teen safety reference sheet that includes information about the following: • Internet safety guidelines for teens • Strategies to enhance their ability to recognize dangers on the Internet • Information about how to report victimizations to a trusted adult Have students take their teen safety reference sheet home and discuss it with their parents or guardians	b. Evaluate each group's presentation for participation and content. Have students submit the teen safety reference sheet signed by a parent or guardian.
c. Describe legal implications related to the computer industry to include software copyright issues, software licensing, and Internet ethics and policies.	c. Using a multimedia presentation, discuss copyright issues. Use the following prompts to facilitate discussion: • Have you ever visited a file-sharing Web site such as Napster? • Have you ever downloaded a song from one of these sites? If you did, did you pay for it? If not, did you purchase the CD that particular song was on? • Do you think people should be allowed to copy items such as songs, movies, and pieces of work without paying for them? Why? Explain. • Do you own a CD burner? • Have you ever copied a CD that a friend purchased? • What does the symbol © mean? Have students brainstorm copyright violations they might have committed, such as copying and distributing compact discs to others or downloading songs from the Internet.	c. Monitor participation in the KWL activity. Assess student presentations of news events related to copyright issues using the **Professional Behavior Rubric**. Observe student presentations of unusual terms of use included in copyright agreements.

Have students complete a class KWL chart. In the "K" column, have students list their collective knowledge regarding copyright and fair use. Next, have students list information that they want to learn more about in the "W" column. Then have students visit and read information on the following Web sites:

- 10 Big Myths About Copyright Explained
  http://www.templetons.com/brad/copymyths.html
- Copyright and K-12: Who Pays in the Network Era?
  http://www.ed.gov/Technology/Futures/rothman.html
- Citing Electronic Sources
  http://www.cyberbee.com/citing.html

Have students revisit the KWL chart and list information that they learned from their readings. If students wanted to learn something that was not included in the articles, have students perform an Internet search to find out that information.

Divide students into groups of two, and have them use the Internet to research current news events related to such violations and then write a report, a song, or a poem to present their findings.

Discuss the purpose of software licensing agreements. Have students use the Internet to research and review copyright agreements. Have them look for unusual terms of use and read them aloud to the class.

Discuss Internet ethics and policies and the local Internet policy. Have students sign agreements for Internet usage. Have students list concerns they have about legal implications, and re-teach as necessary.

d.	Use browsers, search engines and e-mail.	d.	Have students complete a teacher-created Web quest to gain a foundation of knowledge of electronic mail. Make sure that students know the difference between SMTP, POP3, IMAP, and HTTP electronic mail protocols. Demonstrate how to use a browser and a search engine to locate and create a free, Web-based e-mail account using filtered e-mail such as Gaggle.net.	d.	Observe students as they use browsers, search engines, and e-mail.

Have students work in teams of two to practice sending e-mail.

Have students review the school/classroom Internet Acceptable Use policy. Have students use the Internet to find information related to using e-mail in the workplace.

Have students use a Venn diagram to compare and contrast policies and procedures that business and industry abides by with policies and procedures that are in

	place at the classroom/district level.	
e. Post information to discussion boards, blogs, wikis, and so forth.	e. Discuss the purpose and use of discussion boards, blogs, wikis, and so forth. Using the Blackboard Learning System, demonstrate the use of each. Have students create a discussion board, blog, and wiki, and have them make posts throughout the school year.	e. Observe students as they post to discussion boards, blogs, and wikis. Evaluate student posts for content.
f. Join and participate in appropriate, supervised Listservs.	f. Discuss the purpose of a Listserve, and show examples. Using the Blackboard Learning System, create a Listserv and have students practice sending e-mail to the members.	f. Observe students as they send e-mail using a Listserv.
g. Use an appropriate, supervised chat room to communicate with peers, experts, and other approved audiences.	g. Using the Blackboard Learning System, create a chat room, have students join, and demonstrate the chat room's use.	g. Observe students as they participate in a supervised chat room.
h. Evaluate Web page design techniques.	h. Discuss elements of Web page design. Create a Web page in Notepad using HTML. Have each student create a checklist of Web page design elements and then use the checklist to evaluate Web pages located using a search engine. Have students use a phone book, the local newspaper, or the Internet to develop a list of all of the local Internet service providers in the area. Have students research the process of developing and publishing a Web site and present information to the class.	h. Evaluate the completed checklists for accuracy and completeness.
i. Research, create, and present a presentation/ project on emerging technologies, practices, trends, and issues associated with information technology.	i. Have students summarize uses of telecommunications, and re-teach as necessary. Use technology to present information related to current telecommunications trends and issues. Have students create and present a presentation/project about emerging trends or technologies the information technology field.	i. Evaluate presentations for content and delivery.

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Unit 2: Introduction to Computer Hardware and Operating Systems

Competency 1: Evaluate and resolve computer hardware and software issues.

Suggested Enduring Understandings

1. Computers require both hardware and software to work.
2. A computer is composed of many different hardware components inside and connected to a computer.
3. System resources help hardware and software communicate.

Suggested Essential Questions

1. What are the types, purposes, and functions of a computer?
2. How are hardware and software different?
3. What are the internal components of a computer, and what are their functions?
4. What are system resources, and what services do they provide a system?
5. What are the peripheral components of a computer, and what are their functions?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and describe computer types, purposes, and functions.	a. Use a multimedia presentation to illustrate different types of computers (include microcomputers, minicomputers, mainframes, supercomputers, etc.), purposes, and functions (include input, output, processing, and storage). Have students use computer catalogs, newspaper ads, and magazines to make an illustrated dictionary of computer terms. Terms can include but are not limited to computer, hardware, input device, central processing unit (CPU), memory, output device, Read Only Memory (ROM), Random Access Memory (RAM), hard drive, software, Internet, and computer graphics. Have students investigate the capabilities of home computers. Have students prepare a list of the computer hardware and software that they would like to own based on cost and features. Have students present this information in a summary report. The report should include but is not limited to a budget and budget narrative.	a. Assess student knowledge of computer types, purposes, and functions through the use of a written test. Observe students as they define terms. Evaluate the report using the **Written Report Rubric**.
b. Differentiate between hardware and software in a computer environment.	b. Ask students to define hardware and software. Have students make a list of computer devices they use each day. Have students identify each item on the list as hardware or software. Have students discuss how life would be different without these devices.	b. Observe students as they classify examples of hardware and software and define terms.
c. Identify various pieces of hardware and the function(s) performed by each.	c. Have students identify various pieces of hardware and the function(s) performed by each to include PCs, networks, PDAs, laptop computers, and storage devices.	c. Observe students as they identify hardware and hardware functions.

			Assess student ability to identify various pieces of hardware through the use of a hardware identification test.
d.	Identify and describe the internal components of a computer.	d. Illustrate the basic components of the PC using an electronic presentation. Demonstrate the workings of the internal components to include hard drive, memory, bus, graphics, modem, motherboard, NIC, EIDE, SCSI, ATA, case, power supply, sound cards, integrated motherboard, USB, CD-ROM, CPU, and ports. As part of a whole-group discussion, have students identify each component. Have each student unplug a computer, open the case, and locate the internal component displayed in the presentation.	d. Observe students as they identify internal components. Using assessment tools in the Blackboard Learning System, have students list and define the basic internal components of the PC. Assess student knowledge of internal components through the use of a written test. Assess student ability to identify internal components through the use of an internal component identification test.
e.	Identify and describe system resources to include I/O, processing, memory and storage.	e. Ask students to define the term *logic*. Relate their definitions to the use of the term as it relates to computer systems. Present information related to basic logic. Identify and configure addresses, and set switches and jumpers. Identify available IRQ, DMA, and input/output addresses and procedures. Discuss bus mastering. Use a graphic organizer to compare and contrast the different processor types such as RISC vs. CISC, INTEL, and AMD. Discuss cache memory. Identify different memory types such as SIMM, DIMM, and RIMM. Identify internal and external storage devices. Organize students into groups, and have them use	e. Assess student presentations using the **Group Presentation Assessment Rubric**. Assess student knowledge of basic logic using a written assessment.

f. Identify and describe the various peripheral components of a computer.	f. Illustrate the basic peripheral components of the PC using an electronic presentation. Demonstrate the workings of the peripheral components to include printer, mouse, keyboard, monitor, external SCSI, ZIP, tape drives, disk drives, scanners, and multimedia devices.	f. Observe students as they identify peripheral components. Using assessment tools in the Blackboard Learning System, have students list and define the basic peripheral components of the PC. Assess student knowledge of peripheral components through the use of a written test. Assess student ability to identify peripheral components through the use of a peripheral component identification test.

<table>
<tr><td colspan="2">Competency 2: Install, configure, and troubleshoot an operating system.</td></tr>
<tr><td>Suggested Enduring Understandings</td><td>Suggested Essential Questions</td></tr>
<tr><td>
1. Software is the intelligence of a computer, and it enables hardware components to work.
2. Different operating systems support different types of hardware and user needs.
3. An operating system can be installed in different ways.
4. Operating systems provide components and tools to configure, examine, and troubleshoot a computer.
</td><td>
1. What is an operating system?
2. What is the function of an operating system?
3. How do PC operating systems and network operating systems differ?
4. What operating systems are available for users?
5. In what ways can an operating system be installed?
6. What are the steps to install an operating system?
7. What tools does an operating system provide to configure and troubleshoot a computer?
</td></tr>
</table>

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and describe the components of an operating system (input, processing, storage, and output).	a. Use technology to lead a discussion and demonstration of the functions of an operating system. Have students prepare a diagram outlining the parts and functions of an operating system based on their current knowledge. Have students develop a role-play that demonstrates the components and processes of an operating system. Have each group research and present information on its assigned topic. Have students practice using operating system functions. Have student teams use the Internet to research information related to operating system functions and then create a poster or electronic presentation to be used as a visual aid for an oral presentation. Have students relate new knowledge about an operating system to their prior knowledge by making corrections to their diagrams. Re-teach as needed.	a. Monitor students as they practice using operating system functions. Assess the presentations using the **Group Presentation Assessment Rubric** or **Poster Assessment Rubric**.
b. Discuss the difference between network operating systems and individual PC operating systems.	b. Discuss the various operating systems (i.e., multiprocessing vs. single processing capabilities). Have student teams use the Internet to research information to be used to create a game that compares features of various operating systems.	b. Assess the game for suitability, creativity, and accuracy of information.
c. Compare and contrast operating systems.	c. Have students work in pairs to research Windows 3.1, 9x, ME, 2000, NT, and XP; OS/2; Novell Netware; Linux; and PDA operating systems. Research should include but is not limited to an overview, the history and development, pricing, and industry uses. Have students develop a multimedia presentation explaining why some industries choose one operating system over another. Have them present their research to the class using a multimedia presentation.	c. Assess the multimedia presentation using the **Group Presentation Assessment Rubric**. Assess student knowledge of operating systems through the use of written tests.
d. Demonstrate OS installation using	d. Demonstrate the installation of an operating system using different media.	d. Monitor students as they install operating

	various methods including CD installation and downloading.		Have students work in pairs to perform installation and configuration procedures.		systems.
e.	Perform OS configuration and troubleshooting procedures.	e.	Demonstrate troubleshooting procedures. Divide students into two teams. Each team will set up one or more computers for the other team to troubleshoot and repair.	e.	Monitor students as they configure and troubleshoot operating systems.

Competency 3: Investigate operating systems, programming languages, and application software.

Suggested Enduring Understandings
1. Programming languages are used to create software.
2. Programming languages are defined by rules that describe their structure and meaning.
3. Application software is a subclass of software.
4. Application software includes database programs, word processors, spreadsheet programs, and video games.
5. Application software is designed to perform a certain type of work.

Suggested Essential Questions
1. What is a programming language?
2. How do programming languages differ?
3. What is application software?
4. How do application software programs differ?

Suggested Performance Indicators		Suggested Teaching Strategies		Suggested Assessment Strategies
a. Research programming languages.	a.	Administer a pretest evaluating students' knowledge of programming languages and operating software. Use information from this pretest to differentiate instruction and assignments. Discuss and demonstrate various operating platforms and software categories. Call on various students to participate in the demonstration. Guide students as they perform operations with various operating platforms. Have each student list common programming languages and give type, application area, and a statement example for each. Have students use the Internet to research programming languages. Compile a master list of programming languages on the board. Assign one language to a group of students. Have each group conduct in-depth research on its assigned language. Research should include but is not limited to the application areas, an example of language, an application, uses in industry, and pricing that accompanies (if applicable).	a.	Monitor students as they use various operating platforms. Assess lists for accuracy and completeness. Assess research for accuracy and completeness.

b. Compare and contrast various programming languages.	b. Have each student use a graphic organizer and the writing process to compare and contrast industry uses of different computer languages.	b. Evaluate graphic organizers for mechanics, accuracy, and completeness. Evaluate student knowledge of programming languages through a written test.
c. Research application software.	c. Demonstrate the use of application software to include word processing, database, spreadsheet, desktop publishing, CAD, and multimedia presentations. Have students research different types of application software and their uses.	c. Monitor students as they research application software. Evaluate research for accuracy and completeness.
d. Compare and contrast various software applications.	d. Have students use a graphic organizer and the writing process to compare and contrast industry uses of different application software. Have each student complete projects throughout the year using each type of application software demonstrated. Re-teach as needed.	d. Evaluate graphic organizers for mechanics, accuracy, and completeness. Assess projects for accuracy and completeness. Evaluate student knowledge of application software through a written test.

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Mississippi Department of Education
Office of Curriculum and Instruction

Course Title: **Technology Foundations**

Grade Level: **8, 9**

Carnegie Unit: **1**

Contact: **MDE Office of Curriculum & Instruction**
Central High School Building
359 North West Street
Post Office Box 771
Jackson, MS 39205-0771
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Course Outline

Unit Number	Unit Name	Hours
1	Orientation and Ethics	5
2	Internet Tools in the Classroom	5
3	Computing Fundamentals	5
4	Windows and Operating Systems	5
5	Keyboarding	30
6	Word Processing/Desktop Publishing	30
7	Multimedia Presentations	10
8	Spreadsheet Applications	25
9	Social Media	10
10	Career Exploration	10
Total		135

Unit 1: Orientation and Ethics

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Identify school policies, program policies, and procedures related to Technology Foundations.

- Adhere to safety measures in relation to the technology in the lab.

- Learn appropriate safety measures in relation to various aspects of technology.

- Complete various inventories to help identify interpersonal skills used in the classroom and workforce.

Essential Questions

- Why is Internet restriction software available and important?

- Why is safety important in a computer lab?

- How are ethics relevant in today's society?

Vocabulary

Identify and review the unit vocabulary.

Access Controls	Learning Style
Antivirus Software	Network
Authorized Access	Password
Authorized Use	Personality
Boot Sector	PIN
Computer Ethics	Piracy
Computer Virus	Privacy
Cyber Ethics	Rescue Disk
Cybercrime	Site License
Decryption	Software License
Encryption	Trojan Horse
Ethics	Unauthorized Access/Use
EULA	Username
File Virus	Worm
Hacker	

Suggested Learning Experiences

Competency 1: Identify course expectations, school policies, program policies, and safety procedures related to Technology Foundations.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify course expectations, school policies, program policies, and safety procedures related to Technology Foundations.	a. Using the school handbook, read and go over school policies and procedures in relation to Technology Foundations. Students will sign and return the Internet Policy according to the student handbook after the class discussion. Create PowerPoint presentation of lab rules and regulations and safety guidelines in regard to Technology Foundations. Create and administer a test and/or quiz on course expectations, school policies, program policies, and safety procedures with a 100% passing requirement.	a. Group Discussion Teacher-Created Test and/or Quiz
b. Describe the operating procedures for the equipment utilized in the course.	b. Discuss the acceptable use policy in regard to computer networks according to the student handbook. Discuss the location of equipment in the lab. Discuss the role of the teacher and student in relation to equipment repair and/or troubleshooting in the lab.	b. Teacher Observation and Group Discussion

Competency 2: Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify forces that shape personality development and learning styles, including personality traits, heredity, and environment.	a. Have students complete an online survey that will identify their learning style. Example: http://www.scholastic.com/familymatters/parentguides/middleschool/quiz_learningstyles/index.htm. Students may also take a free test similar to the Myers-Briggs Personality Type test at http://www.humanmetrics.com/cgi-win/JTypes1.htm or http://www.41q.com/. Using the results of this test, discuss personality differences and how individuals with different personality types have to adjust to them in order to work together. Link this working relationship to the classroom. Optional: Personality Activity (located in Appendix A)	a. Graded Activity and Teacher Observation
b. Report on how personality traits affect teamwork and leadership skills.	b. After discussion of varying and often conflicting personality differences, have students research how different personalities work together. There is evidence to report, however, that student speculation and opinion could be viable topics of discussion as well. The	b. Report Rubric

students should report their findings.	

Competency 3: Understand the ethical, cultural, and societal issues related to technology.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss ethics in relation to computer and technology usage.	a. Discuss with students proper ethical behavior that should be used in the classroom. Extend this thinking to their personal use of computers and the Internet. Be sure to include the topics of hacking, piracy, cybercrime, cyberbullying, etc. References: http://www.educationworld.com/a_tech/tech/tech055.shtml, http://www.cybercitizenship.org/.	a. Teacher-Created Quiz on Cyber Ethics.
b. Discuss ethics in the educational environment.	b. Students should be aware of expectations not only of students, but of all people involved in the education profession. Reference http://www.nea.org/home/30442.htm to read what the National Education Association considers proper ethics for educational professionals. Discuss how this affects students in the classroom. Have students compare and contrast the roles of students against the roles of educational professionals in terms of ethics.	b. Report Rubric or Journal Rubric
c. Discuss ethics in the occupational environment.	c. Have students research high-profile ethics concerns in the news (e.g., ENRON, Martha Stewart, News of the World, etc.). The students should evaluate one situation and discuss all of the unethical behavior they can identify. Students should offer suggestions for how these situations could have been handled better if proper ethics were followed. Students should create a report and/or present findings to the class.	c. Report Rubric or Presentation Rubric

Performance Task

Performance Task Title

No performance task necessary for orientation units.

Attachments for Performance Task

None

Unit Resources

Books:

Strike, K. A., & Ternasky, P. L. (1993). *Ethics for professionals in education: perspectives for preparation and practice*. New York, NY: Teachers College Press.

Web sites:

An education in ethics. (n.d.). *Santa Clara University - Welcome*. Retrieved August 22, 2011, from

http://www.scu.edu/ethics/publications/iie/v10n1/education.html

Education world: Proper internet use tools for teaching cyber ethics. (2011, July 14). *Education World: The Educator's Best Friend*. Retrieved August 22, 2011, from

http://www.educationworld.com/a_tech/tech/tech055.shtml

The cyber citizen partnership. (n.d.). *Cyber Citizen*. Retrieved August 22, 2011, from

http://www.cybercitizenship.org/

Unit 2: Internet Tools in the Classroom

Understandings and Goals

Enduring Understandings

In this unit, the student will learn that:

- Netiquette and internet safety should be used in and out of school for the protection of users and equipment.

- Acceptable use policies are designed for the protection of each party using the network.

- Information on the internet should be verified for accuracy and purpose.

- Online communication methods are varied and constantly evolving and emerging.

- Online communication can be used for personal research, for social networking, and as an educational medium between student and teacher.

Essential Questions

- Who controls what is posted on the Internet?

- What is the purpose of acceptable use policies?

- What kind of negative things can happen through the Internet?

- How were things done differently before the Internet?

- What new developments do you think will happen in the future via the Internet?

Vocabulary

Identify and review the unit vocabulary.

Address Bar	Hypertext
Attachment	Internet
Back	IP Address
Browser	Print
Domain	Refresh/Reload
Download	Search Box
E-mail	Search Engine
Favorites or Bookmarks	Stop
Forward	Tab
History	URL
Home	Window
Homepage	World Wide Web
Hyperlink	

Suggested Learning Experiences

Competency 1: Demonstrate proficiency in telecommunication applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Review "appropriate use" policies related to telecommunications.	a. Using the school handbook, read and discuss school district policies and procedures emphasizing what individual or group is being protected by each rule. Engage the students in a teacher-led conversation and/or debate about the pros and cons of district, school, and classroom rules and procedures. Create and issue a quiz about the rules and regulations with a 100% passing requirement.	a. Graded Quiz (Have students and parents sign and return a copy of the district appropriate use policy.)
b. Identify different types of information sources on the Internet.	b. Engage the students in a teacher-led conversation about different types of information sources found on the internet including facts, opinions, interpretation, and statistics. Guide the conversation to include situations in which each type of information should be used as sources. Have students work individually, in small groups, or in a large group to fill in a chart matching various research situations to the given types of sources. This can be done by way of paper, multimedia software, or wiki.	b. Teacher Observation or Graded Quiz
c. Discuss and use web browsing applications.	c. Have students to complete a teacher made scavenger hunt sheet including definitions and buttons associated with web-browsing applications. Students can use the following page: http://www.teachingideas.co.uk/welcome/browsers/page1.htm	c. Teacher Observation or Graded Quiz
d. Search the Internet for reliable information.	d. Outline the CARS checklist (Credibility, Accuracy, Reasonableness, Support) via a multimedia presentation or website (e.g., McGraw-Hill Higher Education or Evaluating Internet Research Sources). Have the class discuss and evaluate a variety of websites based on the following: 1. Credibility: Is the author highly qualified on the given topic; does he or she provide quality evidence to support his or her stance? 2. Accuracy: Is the information based on current, comprehensive, and detailed fact? 3. Reasonableness: Is the information based on objective and balanced truth, or is there a hidden agenda that reflects a distorted version of the truth? 4. Support: Are there documented sources listed, or are there at least two outside sources to corroborate the information stated?	d. Group Participation Rubric

	Have students work in groups to summarize one of the items on the checklist including three to five tips for each. Have students post them on large paper to be posted in class as reference material.	
e. Introduce students to the Blackboard website rcu.blackboard.com.	e. Guide students through the basics of Blackboard as it will be used in class. Emphasize organization of the class site, logging in and out, and properly submitting assignments.	e. Graded Hotspot Quiz and Teacher Observation

Competency 2: Interact with others using various telecommunication methods.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explore online communication methods (e-mail, chat rooms, wikis, blogs, online classroom, etc.)	a. Use a multimedia presentation to show examples of various online communication methods. Have students to create an e-mail account; add friends to address book; and compose, open, organize and delete e-mails. Have students to attach a class assignment and submit it to the teacher via e-mail. Model for students how to use the calendar feature of the e-mail account.	a. Teacher Observation
b. Demonstrate appropriate behavior in the online arena.	b. Have students use the Internet to research netiquette. Have students create a "Netiquette Fact Sheet" to use while interacting with peers, experts, and other audiences. Have students take part in a discussion board and/or a wiki via Blackboard (if available). Emphasize using complete sentences, correct English, and constructive criticism only. Note: If desired, set up a classroom account at www.edmodo.com, a social networking site for students, teachers, and parents. It looks and feels like Facebook, but can be used for educational purposes.	b. Group Participation Rubric

Performance Task

Appropriate Use Skit

An "appropriate use" policy rule was broken, and a resulting conference is taking place between the student, parent(s), and school official(s). Students will work in groups of three to five to act out the conference. The skit should:

1. Describe the given incident.
2. State the rule that was broken and name the document(s) where the rule is stated.
3. Name the party that is protected by the rule (student, teacher, school, district, etc.) and state how they are protected.
4. Describe how the incident could have been handled to prevent the rule infraction.

Attachments for Performance Task

Appropriate Use Skit Rubric (Appendix A)

Unit Resources

Journals:

Mock, K. (2001). The use of internet tools to supplement communication in the classroom. *Journal of Computing Sciences in Colleges*, *17*(2), 14-21.

Web sites:

The CARS checklist (credibility, accuracy, reasonableness, support). (2003). *Student Success*. Retrieved August 22, 2011, from http://highered.mcgraw-hill.com/sites/0079876543/student_view0/research_center-999/research_papers30/conducting_web-based_research.html

Evaluating internet research sources. (n.d.). *VirtualSalt*. Retrieved August 22, 2011, from http://www.virtualsalt.com/evalu8it.htm

Welcome to the web: Web browsers. (n.d.). *Teaching Ideas - Free Lesson Ideas, Plans, Activities and Resources for Use in the Primary Classroom.* Retrieved August 22, 2011, from http://www.teachingideas.co.uk/welcome/browsers/page1.htm

A glossary of terms related to web browsers. (n.d.). *Web Browsers: About Web Browsers*. Retrieved August 22, 2011, from http://browsers.about.com/od/webbrowserglossary/A_Glossary_Of_Terms_Related_To_Web_Browsers.htm

Learn at RCU. (n.d.). *Learn at RCU*. Retrieved August 22, 2011, from http://rcu.blackboard.com

Unit 3: Computing Fundamentals

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Identify and recognize the essential parts of a computer system.

- Discover what to look for when purchasing a computer system.

Essential Questions

- What do you need to know before you purchase a computer system?

- What happens if essential computer system elements are missing?

Vocabulary

Identify and review the unit vocabulary.

Application Software
CD
CD-R
CD-RW
CPU
Motherboard
Disk Drives
Hard Drive
Hardware
Keyboard
Monitor
Mouse
Operating System Software
Printer
RAM
ROM
Software
USB
Webcam

Suggested Learning Experiences

Competency 1: Demonstrate understanding of technology systems.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify obsolete, current, and emerging technologies.	a. Using the Internet, a teacher-created slide show, magazines, or other media, show students pictures of past and present technologies. Discuss how and why some of them have become obsolete. Lead the discussion into emerging technologies and speculations of future technologies. Have students write a blog or journal entry about technology they used in the past that is no longer relevant.	a. Large Group Discussion Journal Rubric
b. Demonstrate knowledge of computer hardware.	b. Show students a presentation about the different parts of a computer. Using a desktop computer, students should be able to identify parts such as monitor, printer, mouse, tower, speakers, scanner, webcam, keyboard, and so forth. Allow students to go to the Internet to http://www.gcflearnfree.org/computerbasics and watch the video entitled "How to Set up a Computer." Have students demonstrate setting up a typical desktop computer. (On this site, there are several other valuable tools teachers can use to teach computer basics.)	b. Teacher-Created Test Observe for Proficiency and/or Teacher-Created Checklist
c. Demonstrate knowledge of computer software.	c. Discuss the difference between operating system software and application software. Discuss and demonstrate different examples of each. Have students identify file extensions for software that will be used in the classroom. If students have a computer system at home, have them list the software installed on their machines. Have students identify the operating system on their machine(s) at home. Discuss.	c. Teacher-Created Test
d. Troubleshoot common hardware and software problems.	d. Define and discuss *troubleshooting*. Visit the website http://www.gcflearnfree.org/computerbasics/13 which discusses some troubleshooting techniques. Show students the website http://www.computerhope.com/basic.htm to assist with troubleshooting tips. Discuss the Bios Beep codes and what they mean with students. http://www.computerhope.com/beep.htm	d. Class Discussion and/or Journal Entry

	Demonstrate how to remove various parts inside the tower, such as memory, disk drives, and so forth, from the motherboard to help detect common hardware problems based on the beep codes. If available, allow students to disassemble and reassemble a desktop computer.	

Competency 2: Demonstrate knowledge of computers and technology when purchasing equipment.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify factors that apply when purchasing computer equipment.	a. Using a teacher-created multimedia presentation, discuss hard drive size, speed, processor, and memory amounts with students to assist them in what to look for when purchasing a computer. Include discussion on how to best meet the needs of the individual consumers.	a. Teacher Observation
b. Demonstrate understanding of computer equipment by successfully "purchasing" a computer system.	b. Read the article "Four things to know before you buy a computer" at http://www.gcflearnfree.org/computerbasics/article/171. Allow students to bring in local sale papers and newspapers as well as search stores online with advertisements on various computer systems and discuss which is the best buy and why. Group students and have them find a reasonable computer for several different needs (to be determined by the teacher: engineer, student, music enthusiast, etc.) As a group, students will present their "best buy" to the class.	b. Presentation Rubric

Performance Task

Let's Buy a Computer!

During this project, you will go through the steps of purchasing a computer without actually buying one. Here are the specs:

You are a computer enthusiast of some sort (your choice). Decide what your needs are and decide what kind of computer you are going to buy. You will need to consider your needs (music, gaming, etc.) and end up with a complete computer system (i.e., monitor, CPU, printer). Then, go to computer resale websites, such as Dell.com, Apple.com, or another similar site, and build the computer you want. It may turn out that exactly what you want comes in a package. If not, add or delete the features you do not want. Print out all the specs of the computer you wish to buy, as well as the page where you would fill in credit card information. You will be judged on the content, detail, accuracy, design, and appeal of your final product. You have $2800.00—GO!

Attachments for Performance Task

Project Rubric

Unit Resources

Books:

Shelly, G. B., Vermaat, M., & Quasney, J. J. (2011). Discovering computers: Living in a digital world: Fundamentals (2011 ed.). Boston, MA: Course Technology Cengage Learning.

Web sites:

Basic computer troubleshooting steps. (n.d.). *Computer Ope's Free Computer Help*. Retrieved August 23, 2011, from http://www.computerhope.com/basic.htm

Computer basics: What are some troubleshooting techniques? (n.d.). *Free Online Learning*. Retrieved August 23, 2011, from http://www.gcflearnfree.org/computerbasics/13

Computer POST and beep codes. (n.d.). *Computer Hope's Free Computer Help*. Retrieved August 23, 2011, from http://www.computerhope.com/beep.htm

Free computer basics tutorial. (n.d.). *Free Online Learning*. Retrieved August 23, 2011, from http://www.gcflearnfree.org/computerbasics

Markham, K. P. (n.d.). GCFLearnFree.org: Buying a computer. *Free Online Learning*. Retrieved August 23, 2011, from http://www.gcflearnfree.org/computerbasics/article/171

Unit 4: Windows and Operating Systems

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Learn to manipulate and multitask using Windows and its menu bars.

- Describe the differences between operating systems such as Windows XP, Vista 7, Unix.

- Create a folder hierarchy within Windows.

Essential Questions

- Why is an operating system in a computer necessary?

- Why is appropriate file management important?

Vocabulary

Identify and review the unit vocabulary.

Address Bar
ALT + F4
ALT + Tab
Chevron
Close
Control Menu Icon
Maximize/Restore
Minimize
Ruler
Sizing handle
Title Bar
Vertical and Horizontal Scroll Bars

Suggested Learning Experiences

Competency 1: Discover various operating systems.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify current operating systems.	a. Have students complete the tutorials on http://www.gcflearnfree.org/windows. Once they have completed the tutorials, have students research and compare/contrast other operating systems. Students should discuss why Windows is the most popular. Have students identify the operating system they have on their desktop, netbook, or laptop at home and report to class the next day. Students will create a chart from their findings of the class.	a. Group Participation Rubric
b. Create and manipulate a folder hierarchy.	b. Have students create a folder with their name. After students have completed documents in various application software programs, have them create a folder within their folder for the various application software programs they have used (e.g., create folders for Word documents, spreadsheet documents, database documents, PowerPoint documents, images, etc.). Provide students with notes on file management. Have students use the "print screen" feature to take a picture of their hierarchy to print and turn in.	b. Graded Assignment
c. Demonstrate proficiency using the operating system in your lab.	c. Students will log in and out of the network. Students will demonstrate opening and closing programs and/or windows within the operating system using the menu bar, keyboard shortcuts, and close function. Allow students to go to the Operating System Tutorial which is located under the Accessories in Windows.	c. Teacher Observation

Performance Task

Performance Task Title

No performance task necessary.

Attachments for Performance Task

None

Unit Resources

Books:

Shelly, G. B., Freund, S. M., & Enger, R. E. (2011). Microsoft Windows 7 introductory. Boston, MA: Course

Technology.

Web sites:

Free Windows Tutorials. (n.d.). *Free Online Learning*. Retrieved August 23, 2011, from

http://www.gcflearnfree.org/windows

Unit 5: Keyboarding

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Demonstrate proper hand, finger, and body position when using a keyboard.

- Use correct fingers reaches from home row to top and bottom row keys.

- Achieve 30 net words a minute (NWAM) by the end of the year.

Essential Questions
- Why is keyboarding correctly so important?

- What kinds of jobs use keyboarding skills? What kinds of jobs do not use keyboarding skills? What is the

  difference?

Vocabulary

Identify and review the unit vocabulary.

Accuracy	Home Row Keys
Arrow Keys	Key
Backspace Key	Keyboard
Caps Lock	Letter Keys
Centering	Numeric Keypad
Cursor	Proofreading
Default	QWERTY Keyboard
Delete Key	Rate
Document	Return
Editing	Shift Keys
Enter	Space Bar
Error	Tab
ESC Key	Technique
Function Keys	Word Wrap
GWAM (Gross Words a Minute)	

Suggested Learning Experiences

Competency 1: Perform keyboarding applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Demonstrate proper hand, finger, and body position when using a keyboard (ongoing).	a. Model for and teach students the proper body posture for effective keyboarding. Students should have the following posture: • Sit straight up in chair • Back straight • Feet flat on the floor • Arms parallel with the keyboard • Wrists low but off keyboard • Fingers curved and upright • Eyes focused on copy **Important Notes:** Refer to the fingers as such: index (L1/R1), middle (L2/R2), ring (L3/R3), pinky (L4/R4) and thumb (RT). Teach up to four letters per class meeting using oral instruction and/or keyboarding textbook. Use keyboarding software to supplement instruction. **Space ONCE after all punctuation marks.** Numeric keyboarding and numeric keypad instruction should only take place if time allows. To calculate NWAM, subtract errors from GWAM (GWAM-errors=NWAM). You should spend no more than six weeks on keyboarding *instruction*. Continue to have students perform timed writings throughout the school year. Students should strive for 30 NWAM by the end of the school year. _____ Correctly key by touch dictation exercises, conditioning practices, software exercises, and three-minute timed writings with a goal of a minimum of 30 NWAM by the end of the year. Print lesson reports and timed writings for speed and accuracy. If available, have students type a lesson from a textbook on a manual typewriter and then write an essay on whether they like the typewriter or computer keyboard better and why.	a. Technique Grader Keyboarding Grading Scale Report Rubric

b. Use correct finger reaches on home row and from home row to top and bottom row keys (ongoing).	b. Discuss the correct placement of body and fingers when typing. Use videos from the internet or software program to show the students correct placement. Monitor students as they type for a technique grade. Use keyboard covers (optional) to help students with correct finger placement. Use keyboarding games and online keyboarding games to reinforce keyboarding skills.	b. Teacher Observation Student Contest using the Games
c. Perform touch typing by keying words, sentences, and paragraphs (ongoing).	c. Use drill practice (typing from copy) to continually increase accuracy and WAM. Print timed test reports for speed and accuracy.	c. Keyboarding Grading Scale

Performance Task

Performance Task Title

Ongoing timed writings to improve speed throughout the entire course—no specific performance task necessary.

Attachments for Performance Task

None

Unit Resources

Books:

Hoggatt, J., & Shank, J. A. (2009). *Applied computer keyboarding: Use with MicroType software* (6th ed.). Australia: South-Western Cengage Learning.

Hoggatt, J., Shank, J. A., & Barksdale, K. (2010). *Century 21 jr.: Input technologies & computer applications* (2nd ed.). Cincinnati, OH: South-Western.

Web sites:

Endsley, M. (n.d.). Ms. Endsley's Class - Keyboarding Games. Ms. Endsley's Class - Home. Retrieved September 1, 2011, from http://www.msendsleysclass.com/kbgames.htm

CTE/Keyboarding lesson plan search results. (n.d.). Utah Education Network. Retrieved September 1, 2011, from http://www.uen.org/Lessonplan/LPview?core=1214

Unit 6: Word Processing/Desktop Publishing

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Use basic word processing commands to create, format, and edit documents.

- Identify common on-screen elements of a word processing applications.

- Perform common editing and formatting functions.

- Perform basic desktop publishing applications.

Essential Questions

- Why is word processing so important?

- What kinds of jobs use word processing skills?

- How can word processing make your life easier?

- Why is it important to follow appropriate desktop publishing guidelines?

Vocabulary

Identify and review the unit vocabulary.

Alignment	Italics
Bold	Justification
Buffer	Layout
Bullet	Margin
Clip Art	Masthead
Clipboard	Orphan
Copy	Paste
Crop	Replace
Cut	Ruler
Default	Sans Serif
Delete	Save As
Desktop Publishing	Serif
Enter	Spacebar
Find	Spacing
Font	Spell Checker
Format	Tab
Gutter	Type (Font) Size
Handles	Underline
I-Beam	White Space
Import	Widow
Insert	Word Wrap

Suggested Learning Experiences

Competency 1: Perform basic word processing applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Demonstrate ability to create, format, and edit word processing documents.	a. Demonstrate and explain the word processing screen (window) to include menu bar and toolbars. Provide students with guided practice activities. Use web sites such as http://webster.commnet.edu/writing/symbols.htm to review editing and proofreading skills with students. Provide students with integrated activities to compose, format, and edit documents, including but not limited to the following: Commands: delete, insert, cursor movement, bold, italics, underline, cut, copy, paste, drag and drop, and so forth. Text and document formatting: line margins, page orientation, justification, headers and footers, line spacing, tabs, page breaks, sections breaks, creating and formatting tables, text styles, diagrams, organizational charts, and so forth. Editing and proofreading procedures: find and replace, grammar check, spell check, show/hide marks, and so forth.	a. Monitor Performance on Student Practice
b. Demonstrate proficiency in operating classroom word processing software.	b. Students should show teacher that they can manipulate and function within the classroom word processing software.	b. Teacher-Created Checklist

Competency 2: Apply word processing applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Investigate reports written in APA format.	a. Use the Internet to research the formatting for APA style. Use the discussion board or wiki tool in Blackboard to discuss reasons to have set formatting for reports.	a. Journal Rubric
b. Conduct research for a paper written in APA format.	b. Use Internet and library to find sources pertaining to a topic of choice by students.	b. Teacher Observation
c. Cite references in APA format.	c. Use the Internet to research types of formatting for books, magazines, web sites, etc. in APA style. Have students locate reference pages in books or magazines and discuss what type of formatting they used to cite the references (APA or otherwise).	c. Teacher Observation

	Students will correctly format a list of references from their research using the word processing program. (After they have been taught the correct way to cite, show them sites such as http://www.bibme.org/ or the References section of MS Word 2007 or higher that cite references for you.	Report Rubric (graded with report)
d. Create research paper in APA format.	d. Using a teacher-created research paper, have the students format the following: Cover page, body of work, and references. When students know how to properly format a paper, they should use their own research from a topic of choice to create a properly formatted research paper. For cross-disciplinary integration, work with Language Arts/History teacher to create research paper.	d. Report Rubric

Competency 3: Perform desktop publishing applications.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Distinguish between high-quality and low-quality desktop publishing documents. (flyers, newsletters, brochures, etc.)	a. Discuss and define desktop publishing (DTP) terminology. Have students investigate online and/or teacher-selected well executed and poorly done desktop publishing documents. Point out to students what makes a high-quality desktop publishing document. Have students choose between several sets of desktop publishing documents, citing why one is of better quality than the other. Important Notes: Ground rules for desktop publishing: Use one space after punctuation, do not use double-hard returns, limit fonts, employ appropriate text alignment, limit use of centered text, balance line length, limit use of all capital letters, use typographical punctuation, use frames wisely, limit use of clip art, use more white space. Do not use more than four fonts in any one publication. For additional tips, visit http://www.frillios-pizza.com/FrilliosPizza/DTP_Tips_and_Guidelines.htm.	a. Teacher Observation and/or Graded Assignment
b. Create and manipulate basic desktop publishing features (lines, shapes, clip art, SmartArt, columns, tables, textboxes, etc.).	b. Students should use blank word processing documents to practice using lines, shapes, clip art, SmartArt, etc. Have students create something personal using at least four different DTP tools (sign for bedroom door, door hanger, greeting card, etc.). or Have students create a table, research a state, and place pictures, clipart, etc. that represent the state. The students will need to crop/resize the graphics to fit in the table.	b. Project Rubric
c. Manipulate graphics	c. Have students use all they have learned to create a	c. Project Rubric

and objects by moving, sizing, grouping, and changing order and/or color.	cover for a magazine using Word. The magazine can be about them or anything else they choose. They should follow all DTP rules and make it visually appealing. Print on color printer, if available.	

Competency 4: Apply desktop publishing applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Create effective desktop publishing documents (flyers, newsletters, brochures, etc.).	a. Students should apply all they have learned about DTP to create an effective document. Students may choose to create a flyer, a newsletter, 3-column autobiography, or a brochure to showcase their DTP skills.	a. Project Rubric

Performance Task

Dining Menu!

You are the manager for a new themed restaurant. You must create a dining menu for your customers that lets people know what you have to offer but also entertains them by reflecting your restaurant's theme. Using the basic menu provided, you must use only the items listed, come up with creative names and descriptions for the food items. (For example, if I used a golf theme, I might have the Driver Burger with Tees as the creative name and "Half pound hamburger loaded with tomato, pickles, onions, and our special green sauce. Served with tasty curly fries." as the description.) You can "enhance" an item (specify toppings, special sauce, etc.). The menu may use black and two other colors. No additional colors may be used. No entire page shading may be used. Be sure to use borders for enhancement. The menus may be printed in color or on colored paper. Your menu will be graded based on originality, creativity, and accuracy.

Attachments for Performance Task

Dining Menu Project

Dining Menu Rubric

Unit Resources

Books:

Publication manual of the American Psychological Association (6. ed.). (2010). Washington, DC: American

Psychological Association.

Shelly, G. B., Vermaat, M., & Enger, R. E. (2011). *Microsoft office 2010: Introductory*. Boston, MA: Course

Technology.

Web sites:

BibMe: Fast & easy bibliography maker. (n.d.). BibMe: Fast & Easy Bibliography Maker. Retrieved September 1,

2011, from http://www.bibme.org/

Frillio's pizza desktop publishing simulation. (n.d.). Frillio's Pizza Desktop Publishing Simulation - Business Education

Publishing. Retrieved September 1, 2011, from

http://www.frilliospizza.com/FrilliosPizza/DTP_Tips_and_Guidelines.htm

Proofreading symbols and abbreviations. (n.d.). Capital Community College - Hartford CT - Home Page. Retrieved

September 1, 2011, from http://webster.commnet.edu/writing/symbols.htm

Unit 7: Multimedia Presentations

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand what multimedia presentations are.

- Use different types of multimedia presentation programs.

- Understand the terminology associated with multimedia presentations.

- Understand the importance of presentation standards associated with making presentations.

- Understand and apply multimedia presentations to other academic area.

Essential Questions

- What are multimedia presentations?

- Why are multimedia presentations important?

- What are some different types of multimedia presentation programs?

- What are some different ways in which students may apply multimedia presentations to other academic subject areas?

- How are multimedia presentation skills important to the workforce?

- What are some careers that use multimedia presentations skills?

Vocabulary

Identify and review the unit vocabulary.

Animations	Effect	Overlay
Articulation	Eye Contact	Presentation
Audience	File Extensions	Slides
Background	Flip Chart	Sound Effects
Body Language	Handouts	Story Board
Chat	Import Files	Tile
Clips	Key Point	Transition
Color Scheme	Knowledge of Subject	Views
Content	Narration	Visual Aid
Diagram	Multimedia	

Suggested Learning Experiences

Competency 1: Demonstrate basic multimedia presentation applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Investigate the different types of available multimedia software.	a. Use presentation equipment to define multimedia presentation and to introduce terminology associated with multimedia presentation. Introduce students to some different types of presentation software, such as PowerPoint, Movie Maker, Prezi, and so forth.	a. Vocabulary Quiz
b. Identify basic features of multimedia software.	b. Display and describe the basic features of multimedia software programs, such as creating slides, animations, slide transitions, sound effects, and so forth. Have students label a screen shot of all relevant features.	b. Graded Assignment
c. Distinguish between effective and ineffective presentation methods and features.	c. Research and review effective presentation tips and strategies utilizing search engines and other website resources to determine effective multimedia presentation strategies. Have students either create a one-page report on effective versus ineffective multimedia presentations or create a grossly ineffective multimedia presentation, present it, and point out all of its faults.	c. Report Rubric or Presentation Rubric
d. Demonstrate proficiency using basic features of multimedia software.	d. Students should be able to correctly identify and execute basic commands in multimedia software. Observe their work and check off each skill they can accomplish.	d. Teacher-Created Checklist

Competency 2: Create a multimedia presentation.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Use presentation features to create a complex multimedia presentation.	a. Plan, create, edit, and format a presentation using one of the presentation programs presented in this unit.	a. Presentation Rubric
b. Present a multimedia presentation.	b. Utilizing presentation standards reviewed throughout the unit, present a PowerPoint presentation to class. Use wireless presenters if available.	b. Presentation Rubric

Performance Task

Performance Task Title

Your Technology Foundations class has been asked by the principal to create a presentation on bullying (or another topic) for the school. You are a technology student in the Technology Foundations class that has been charged with creating this presentation for elementary students. Create a multimedia presentation for a school presentation on bullying and the effects of bullying on the school community. Your presentation should include elements such as transitions, music, animations, video, and/or any other relevant elements. It will be presented to the faculty and students at your area elementary school. You need to work with the other members of your class in teams to research and create a multimedia presentation. Include a visual aid or skit/video animation for your presentation that will be presented for elementary students in your school district. You will be judged by your content, detail, accuracy, clarity, design, and overall appeal.

Attachments for Performance Task

Project Rubric

Unit Resources

Books:

Shelly, G. B., & Sebok, S. L. (2011). Microsoft PowerPoint 2010: Complete. Boston, MA: Course Technology.

Journals:

Robinson, C. C., & Hullinger, H. (2008). New benchmarks in higher education: Student engagement in online

        learning. *The Journal of Education for Business*, *84*(2), 101-109. doi: 10.3200/JOEB.84.2.101-109.

Web sites:

Prezi. (n.d.). *Prezi: The zooming presentation editor*. Retrieved September 02, 2011, from http://www.prezi.com

Unit 8: Spreadsheet Applications

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Learn the basic skills and terms needed to effectively use spreadsheets.

- Explore how spreadsheet software can be used to simplify and organize tasks in school, home and various career settings.

- Learn to use the help, glossary, and demo features of software for basic problem solving and to search for tools needed for specific spreadsheet projects.

Essential Questions

- What skills and terms are essential for using spreadsheets in any setting?

- How were multistep calculations, large amounts of data, and detailed lists organized, calculated, and updated before the use of spreadsheet software?

Vocabulary

Identify and review the unit vocabulary.

Activate	Data Series	Item	Remote Reference
Active Cell	Data Source	Justify	Row Heading
Active Sheet	Database	Legend	Rows
Argument	Default Startup	Locked Field or Record	Scroll Lock
Autoformat	Workbook	Merged Cell	Select
Axis	Dependents	Microsoft Office Excel	Select All Button
Border	Embedded Chart	Moving Border	Shared Workbook
Cell	Excel Table	Name Box	Sheet Tab
Cell Reference	Expression	Operand	Sort Order
Chart Area	External Data	Operator	Spreadsheet
Chart Sheet	External Data Range	Page Break	Template
Column	External Reference	Page Break Preview	Text Box
Column Heading	Fill Handle	Paste Area	Tick Marks
Comparison Criteria	Filter	Plot Area	Title
Comparison Operator	Font	Print Area	Value Axis
Conditional Format	Formula	Print Titles	Workbook
Constant	Formula Bar	Range	Worksheet
Criteria	Formula Palette	Range Reference	Workspace File
Data Label	Function (Office Excel)	Read-Only	Wrap
Data Marker	Grid	Refresh	
Data Points	Gridlines in Charts	Relative Reference	

Suggested Learning Experiences

Competency 1: Perform spreadsheet applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explore spreadsheet software purpose and functions (mail merge, database functionalities, budgets, fundraising, etc.).	a. Use teacher-created screen capture videos, spreadsheet templates and Excel Help Demos to demonstrate and discuss various purposes and functions of spreadsheet software at home, school, and the workplace. Resource: Mail merge tutorial video http://www.youtube.com/watch?v=3ylYITE0ayU	a. Teacher Observation and/or Graded Quiz
b. Identify vocabulary and key features related to spreadsheets.	b. Use presentation equipment to introduce terminology, buttons, and functions of spreadsheet software. Model for students how to use the hover feature of Excel 2007, which gives details of each button when the mouse hovers over it. Have students label screen captured images of each Tab of the Excel Ribbon. Have students to use the Excel Help Glossary to define terms. Use games such as "I have. . . Who has" or online games to practice vocabulary before testing. <u>Note</u>: If your classroom has cinder block walls, you can make one wall look like a spreadsheet.	b. Teacher Observation, Graded Quiz, and/or Hotspot test.
c. Use basic spreadsheet formulas, functions and commands (sort, filter, edit, format, insert, delete, circle graphs, pie graphs, line graphs, etc.).	c. Have students complete performance exercises that require them to use basic spreadsheet formulas, functions, and commands as directed. Teach addition, subtraction, multiplication, and division formulas. Teach functions such as Sum, Max, Min, Count, Average, Round, and so forth. Use teacher-made screen captured videos of performance exercises to assist struggling students.	c. Teacher-Created Checklist

Competency 2: Apply spreadsheet applications.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss how spreadsheets are used in everyday life.	a. Use Socratic questioning to discuss with the class how spreadsheets are used in everyday life and the benefit of computerized spreadsheets over paper spreadsheets.	a. Discussion Rubric
b. Brainstorm scenarios where spreadsheets would be beneficial.	b. Split students into small groups and assign each group an occupation or scenario in which a spreadsheet could be used to simplify or organize a desired task. Have students to brainstorm in small groups how spreadsheets are used to simplify the given occupation or scenario. Have each group present their results to the class and use Socratic questioning to continue the brainstorming with the class.	b. Group Participation Rubric

c. Create and manipulate a spreadsheet in meaningful situations.	c. Have students to create a spreadsheet based on a student's mock grades. The spreadsheet should determine the student's current average and predict what scores would be needed on a final exam in order to increase or decrease one letter grade.	c. Gradebook Activity Rubric

Performance Task

Performance Task Title

In this activity, you will each set up and run your own business—a lemonade stand. You will make all the business decisions about materials, costs, and how to make the lemonade. You will run the lemonade stand, record your data, and then analyze how much money you made or lost.

Attachments for Performance Task

Lemonade Stand Performance Task
Lemonade Stand Data Collection Sheet (http://download.microsoft.com/download/d/7/8/d78cc600-8ff5-431e-a1a0-11a4238b548d/DataCollectionSheet.xls)
Lemonade Stand Daily Guide
Performance Task Rubric (Located in Appendix A)

Unit Resources

Books:

Shelly, G. B., & Quasney, J. J. (2011). *Microsoft Office Excel 2010: complete*. Boston, MA: Course Technology, Cengage Learning.

Web sites:

Agnew, S., Archer, P., Fulgham, F., Huddleston, B., La Foe, T., & Tomlinson, J. (2009, May 12). Mail merge in Microsoft Office Word 2007. *YouTube - Broadcast Yourself*. Retrieved September 07, 2011, from http://www.youtube.com/watch?v=3ylYITE0ayU

Calculating profits from selling virtual lemonade. (n.d.). *Calculating Profits from Selling Virtual Lemonade*. Retrieved September 2, 2011, from http://www.microsoft.com/education/en-us/teachers/plans/Pages/calculating_profits.aspx

Microsoft Excel: quick tips and tricks. (n.d.). *Microsoft at Work*. Retrieved September 2, 2011, from http://www.microsoft.com/atwork/skills/tipsexcel.aspx.

Unit 9: Social Media

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand social networking and how to use it properly.

- Explore online behaviors and discuss their consequences.

- Discuss and create solutions for dealing with a cyberbullying situation.

- Investigate the pros and cons of social media.

Essential Questions

- Why is social media so important?

- What ways can you use social media in school?

- Why is important to follow Internet safety rules?

- Why do people cyberbully?

Vocabulary

Identify and review the unit vocabulary.

Application
Blog
Facebook
Forum
MySpace
Podcast
Smartphone
Social Media
Twitter
Web 2.0
Wiki

Suggested Learning Experiences

Competency 1: Investigate the history of social media.		
Suggested Performance Indicators	**Suggested Teaching Strategies** *Most will be done with PowerPoint since most schools block social media Web sites.*	**Suggested Assessment Strategies**
a. Discover how social media evolved in our society.	a. Use the Internet and screen shots to research and show how different social media sites started. (Facebook, Twitter, MySpace, etc.) Students can use multimedia software to present their information. *Be sure to acknowledge age restrictions on these sites.	a. Presentation Rubric
b. Investigate the different types of social media (Facebook, Twitter, Google+, texting, With, MyYearbook, MySpace, etc.).	b. Create a WebQuest for students to gather details about the different types of social media. They should investigate the rise and possible fall of the media, why it succeeded or failed, and the pros and cons of each of them. It would be interesting to hear the students' opinions of which they believe is the best.	b. Graded WebQuest
c. Discuss the pros and cons of social media.	c. Students can break in to two groups to make lists of the pros and cons. Then discuss. Students can discuss the pros and cons of having access to social networking in school and what it would take to change this.	c. Discussion Rubric
d. Discuss safety precautions and security settings available on social media.	d. Use a PowerPoint and "screen shots" of Facebookand other social media sites to show how to set security settings. Define "friend" in terms of social media. How many you should have, who should they be, and who you can trust. Internet Rules: Students create posters with their "version" of Internet rules. Cyberbullying: Have students role-play bullying face-to-face. Then discuss how it is done in social media. Create a list of tips to help teens avoid cyberbullying situations.	d. Project Rubric

Competency 2: Evaluate the effects of social media on society.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Investigate either a positive or a negative effect of social media.	a. Have the students brainstorm what they think are positive and negative effects of social media. Use the Internet to research the positive and negative effects of social media.	a. Teacher Observation
b. Report on how social media has positively and/or negatively affected society.	b. Students can create a multimedia presentation discussing the positive or negative effects on society. If students find positive ways social media can be used in schools, they may write research-based business	b. Presentation Rubric

| | letters to the school board, IT directors, or principals on how social media can be used in schools. | |

Performance Task

Performance Task Title

None

Attachments for Performance Task

None

Unit Resources

Journals:

Murray, C. (2008). Schools and social networking: Fear or education. *Synergy*, *6*(1), 8-12.

Web sites:

100 ways you should be using Facebook in your classroom. (n.d.). *Online College.org: The Top Accredited Online Colleges*. Retrieved September 02, 2011, from http://www.onlinecollege.org/2009/10/20/100-ways-you-should-be-using-facebook-in-your-classroom/

50 reasons to invite Facebook into your classroom. (n.d.). *MindShift. KQED.* Retrieved September 02, 2011, from http://mindshift.kqed.org/2011/08/50-reasons-to-invite-facebook-into-your-classroom/

Common sense with Phineas and Ferb. (n.d.). *ABC Cable Networks*. Retrieved September 02, 2011, from http://tv.disney.go.com/disneychannel/commonsense/

Edmodo: Secure Social Learning Network for Teachers and Students. (n.d.). Retrieved September 02, 2011, from http://www.edmodo.com

Fisher, M. (2011). The new at risk student: AsCD EDge blog post. *ASCD EDge*. Retrieved September 02, 2011, from http://edge.ascd.org/_The-New-AT-RISK-Student/blog/4960063/127586.html

Lesson plans and student activity sheets. (n.d.). *CyberSmart! Student Curriculum*. Retrieved September 02, 2011, from http://cybersmartcurriculum.org/cyberbullying/lessons/

NSTeens: Making Safer Online Choices. (n.d.). Retrieved September 02, 2011, from http://www.nsteens.org/videos/cyberbullying/

Social Networking ProCon.org. (n.d.). Retrieved September 02, 2011, from http://socialnetworking.procon.org/

Unit 10: Career Exploration (incorporate throughout course)

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- Understand the 16 national career clusters.

- Identify themselves with one or more of the 16 national career clusters.

Essential Questions

- What types of jobs are available for me?

- What training is necessary for the job I think I am best suited for?

- How can I prepare now for the job I want in the future?

Vocabulary

Identify and review the unit vocabulary.

Career
Career Cluster
Certificates
Education
IHL (Institutes of Higher Learning)
Postsecondary Education
Salary
Secondary Education
Skills
Training
Wage
Workforce

Suggested Learning Experiences

Competency 1: Explore careers in the 16 national career clusters.		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Investigate the 16 national career clusters.	a. Visit the following site to investigate the 16 National Career Clusters: http://www.careertech.org/career-clusters/glance/clusters.html Students should explore all, but choose one that they believe they are interested in to report on. The students should either create a written report or a multimedia presentation to present their findings to the class. (Be sure that all 16 career clusters are represented so that all students understand all 16.)	a. Report Rubric and Presentation Rubric
b. Use *Choices Explorer* and *Choices Planner* to complete the 8th Grade Guideway. (Can also complete 7th Grade Guideway if incomplete.)	b. Bridges login: https://access.bridges.com/auth/login.do?sponsor=2 Please see the following information about setting up your professional account with Mississippi Bridges: "The PAAK (Professional Account Access Key) allows educators to create an account for both the products, Mississippi Choices Explorer and Choices Planner. This allows you administrative rights to view students' portfolios, reports, and more. You may call the 1-800-281-1168 Customer Service number and request their PAAK code for your school. Free online webinars and tutorials, on-site workshops, effective curriculum integration and more are available at http://www.bridges.com/training. The product tutorials there are very useful in getting started."	b. Completed Guideway
c. Create program of study based on career interests and strengths.	c. Have students research colleges that offer programs in the field that they have determined they will go into. Based on this research, students should fill out a program of study that maps out all of the courses they will take in their four years of high school in order to prepare for the career they have chosen.	c. Complete Program of Study

Performance Task

Performance Task Title

No performance task necessary.

Unit Resources

Web sites:

Bridges transitions: Product training options. (n.d.). *Bridges Transitions - Online Education Planning, Career Exploration, and High School/College Test Prep Resources*. Retrieved September 02, 2011, from http://www.bridges.com/training

16 Career clusters. (n.d.). *CTE - Career Technical Education: CTE Online*. Retrieved September 02, 2011, from http://www.careertech.org/career-clusters/glance/clusters.html

XAP Corporations Login. (n.d.). Retrieved September 02, 2011, from https://access.bridges.com/auth/login.do?sponsor=2

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting a student's achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Ethics		
	1.	Identify course expectations, school policies, program policies, and safety procedures related to Technology Foundations.
	2.	Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.
	3.	Understand the ethical, cultural, and societal issues related to technology.
Unit 2: Internet Tools in the Classroom		
	1.	Demonstrate proficiency in telecommunication applications.
	2.	Interact with others using various telecommunication methods.
Unit 3: Computing Fundamentals		
	1.	Demonstrate understanding of technology systems.
	2.	Demonstrate knowledge of computers and technology when purchasing equipment.
Unit 4: Windows and Operating Systems		
	1.	Discover various operating systems.
Unit 5: Keyboarding		
	1.	Perform keyboarding applications.
Unit 6: Word Processing/Desktop Publishing		
	1.	Perform basic word processing applications.
	2.	Apply word processing applications.
	3.	Perform desktop publishing applications.
	4.	Apply desktop publishing applications.
Unit 7: Multimedia Presentations		
	1.	Demonstrate basic multimedia presentation applications.
	2.	Create a multimedia presentation.
Unit 8: Spreadsheet Applications		
	1.	Perform spreadsheet applications.
	2.	Apply spreadsheet applications.

Unit 9: Social Media		
	1.	Investigate the history of social media.
	2.	Evaluate the effects of social media on society.
Unit 10: Career Exploration (incorporate throughout course)		
	1.	Explore careers in the 16 national career clusters.

Appendix A: Activities and Rubrics

Alphabetized list of activities and rubrics follows.

Appropriate Use Skit Rubric

Student's Name_____

Date_____

	25 Excellent	**22 Good**	**20 Average**	**18 Poor**	**15 Failing**	**Score**
1. Describe the given incident.	Clearly described incident sequentially as given with no missing details.	Incident completely described, but lacks clarity or not sequential.	Incident described with minor details missing.	Incident is described with major details missing.	Did not describe the incident at all	
2. State the rule(s) broken, and name the document(s) where the rule is located.	Correct rule stated clearly, and the correct location of the rule given.	Correct rule stated unclearly, and the correct location of the rule given.	Correct rule stated, but location of the rule not stated correctly.	The rule stated does not apply to the given incident.	Did not state a rule broken.	
3. Name the party that is protected by the rule (student, teacher, school, district, etc.) and how they are protected.	Named all parties protected by the rule and clearly described how they are protected.	Named all parties protected by the rule but unclearly described how they are protected.	Named all parties protected by the rule but did not describe how they are protected.	Named some but not all parties protected by the rule.	Did not name any party being protected.	
4. Describe how the incident could have been handled to prevent the rule infraction.	Clearly and sequentially described how the incident could be realistically handled to avoid infraction.	Described how the incident could be realistically handled to avoid infraction with lack of clarity or sequential order.	Described how the incident could be realistically handled to avoid infraction with little or no clarity or sequential order.	Unrealistically described how the incident could be handled to avoid infraction.	Did not describe how the incident could have been avoided.	
					Total	

Teacher Comments: _____

_____

_____

_____

_____

_____

Dining Menu Project

Student's Name_____

Date_____

You are the manager for a new themed restaurant. You must create a dining menu for your customers that lets people know what you have to offer but also entertains them by reflecting your restaurant's theme. Using the basic menu provided, you must use only the items listed and come up with creative names and descriptions for the food items. (For example, if I used a golf theme, I might have the Driver Burger with Tees as the creative name and "Half pound hamburger loaded with tomato, pickles, onions, and our special green sauce. Served with tasty curly fries." as the description.) You can "enhance" an item (specify toppings, special sauce, etc.). The menu may use black and two other colors. No additional colors may be used. No entire page shading may be used. Be sure to use borders for enhancement. The menus may be printed in color or on colored paper. Your menu will be graded based on originality, creativity, and accuracy.

Appetizers
Cheese Sticks $2.75
Toasted Ravioli $3.00
Potato Skins $3.00
Hot Wings $3.50

Soups and Salads
Regular Tossed Salad $2.75
Caesar Salad $3.25
Grilled Chicken Salad $3.75
Shrimp Salad $4.50
Baked Potato Soup $1.75
Chicken Noodle Soup $1.75
Chili $2.00

Sandwiches
Pork Barbecue Sandwich and Chips $4.00
Beef Barbecue Sandwich and Chips $4.15
Hamburger and French Fries $4.50
Chicken and French Fries $5.50
Hoagie Sandwich $3.75

Entrees

(Meal comes with choice of french fries, baked potato, mashed potato, or rice; choice of cole slaw or mixed vegetables; and bread.)

8 oz. Sirloin Steak $7.50
10 oz. Ribeye Steak $8.00
12 oz. T-bone Steak $9.50
16 oz. New York Strip Steak $10.50
8 oz. Grilled Chicken Breast $8.00
Fried Chicken Strips $7.50
Country Fried Steak $7.50
Fried Shrimp Dinner $7.50

Desserts
Cheesecake (plain) $2.00
Cheesecake (w/topping) $2.50
Apple Pie $2.75
Fudge Brownie $2.75
Ice Cream Sundae $2.50

Beverages
Coke, Diet Coke, Sprite, Mr. Pibb, Minute Maid Orange $1.25 (unlimited refills)
Tea and Lemonade $1.25 (unlimited refills)
Coffee $1.00 (unlimited refills)

Dining Menu Rubric

Name of Restaurant: _____

Slogan: _____

Manager: _____

Required ↓ Areas ↓	*Oh, Great Job!* *10 points*	*Pretty Good Stuff* *8-9 points*	*Better Be More Careful!* *0-7 points*
Organization	Menu is divided into sections and sections are labeled and stand out.	Menu is divided into sections, but items may be difficult to locate.	Menu is not divided into appropriate sections.
Features	Advanced features are used: drop shadow, reverse text, page border, dot leaders, appropriate fonts, font formatting, use of two colors and black, etc.	Only a few advanced features are used; more would have contributed to the overall design and/or theme.	Very few advanced features are used
Content	All menu items are listed, and creative names and descriptions are used.	Minor content issues, such as a description or two that are not "good enough," exist, but the majority is okay.	Some menu items have been left out, no descriptions are used, or descriptions are not adequate. Other items are added or prices are wrong.
Graphics	A page border is used, good clear graphics are used, and graphics complement menu in a balanced way.	Good graphics are used but may not be placed well or may be overused or underused.	Graphics are of low quality, do not match each other, or do not contribute to theme. No page border is used.
Grammar/ Spelling	No problems. Looks great!	Some minor errors in spelling or word use.	Major errors or several minor errors which detract from the finished product.
Originality/ Creativity	Menu looks unique, name of restaurant is original, theme is worked into all aspects of the menu, and menu looks appealing; <u>slogan</u> is located on menu.	Minor errors with regard to theme, but overall pretty good stuff.	Menu looks gaudy, copied, or very plain and shows little creativity or planning.
Professionalism	Menu looks "real."	Menu looks okay, but some areas need a little improvement.	Menu does not look professional or looks more like a flyer or newsletter than a dining menu.

Comments:

- Before turning in your final copy, have two peers check your menu and provide feedback on the drafts. Then, turn in a black and white copy to me for general feedback on layout and theme.

- This sheet must be turned in when you turn in your final color copy. Points will be deducted for projects without a grade sheet!

FINAL GRADE:_____

Discussion Rubric

Student's Name_____

Date_____

	5	4	3	2	1	Score
Quality of Comments	Contains timely and appropriate comments that are thoughtful and reflective; responds respectfully to other student's remarks, and provokes questions and comments from the group.	Volunteers comments, most of which are appropriate and reflect some thoughtfulness; leads to other questions or remarks from student and/or others.	Volunteers comments but lacks depth,;may or may not lead to other questions from students.	Struggles but participates; occasionally offers a comment when directly questioned, but may simply restate questions or points previously raised. May add nothing new to the discussion or provoke no responses or question.	Does not participate and/or only makes negative or disruptive remarks; comments are inappropriate or off topic.	
Resource/Document Reference	Makes clear reference to text being discussed and connects it to to other texts or reference points from previous readings and discussions.	Has done the reading with some thoroughness, but may lack some detail or critical insight.	Has done the reading; lacks thoroughness of understanding or insight.	Has not read the entire text and cannot sustain any reference to it in the course of discussion.	Unable to refer to text for evidence or support of remarks.	
Active Listening	Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others.	Listens to others most of the time, but does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others.	Listens to others some of the time, but does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others.	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion	
Total						

Grade Book Activity Rubric

Student's Name_____

Date_____

	25 Excellent	22 Good	20 Average	18 Poor	15 Failing	Score
1. Data input	All of the numerical data was input accurately with no misspelled words in the text.	All of the numerical data was input accurately, but with minor misspelled words in the text.	Small amount of numerical data was missing or incorrect, or major mistakes found in text.	Much of the data was missing or incorrect.	Several items of numerical data was missing or incorrect.	
2. Appropriate use of Alignment formatting	Correctly used all of the following with no mistakes: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.	Correctly used all of the following with minor mistakes: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.	Correctly used three of the following: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.	Correctly used two of the following: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.	Did not effectively use more than one of the following: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.	
3. Appropriate use of Font formatting	Correctly used all of the following with no mistakes: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.	Correctly used all of the following with minor mistakes: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.	Correctly used three of the following: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.	Correctly used two of the following: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.	Did not effectively use more than one of the following: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.	
4. Appropriate use of Functions and formulas.	Student found the correct average of categories and used an appropriate formula to find average before exam and final average.	Student found the correct average of categories but failed to find formula for either average before exam or final average.	Student found the correct average of categories, but failed to find average before exam and final average.	Student did not use formulas or functions but did type correct answers into the cells.	Did not give an answer at all.	
					Total	

Group Participation Rubric

Student's Name_____

Date_____

Project Title:

	1 point	**2 points**	**3 points**	**4 points**	**Total**
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-Task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				Total Score	

Journal Rubric

Student's Name_____

Date_____

Use this rubric to assess students' abilities to complete the journal activities assigned for this lesson. Share this assessment with students prior to completing the journal-writing lessons, so they will understand how they will be assessed. You can also use the rubric as a basis for discussion and feedback with each student.

1. The student writes journal responses in complete sentences. _____
2. The student writes five or more sentences to answer questions. _____
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. _____
4. The student's experiences and opinions are clear. _____
5. The student works with a peer to share journal responses and to develop a combined response when requested. _____

TOTAL: _____

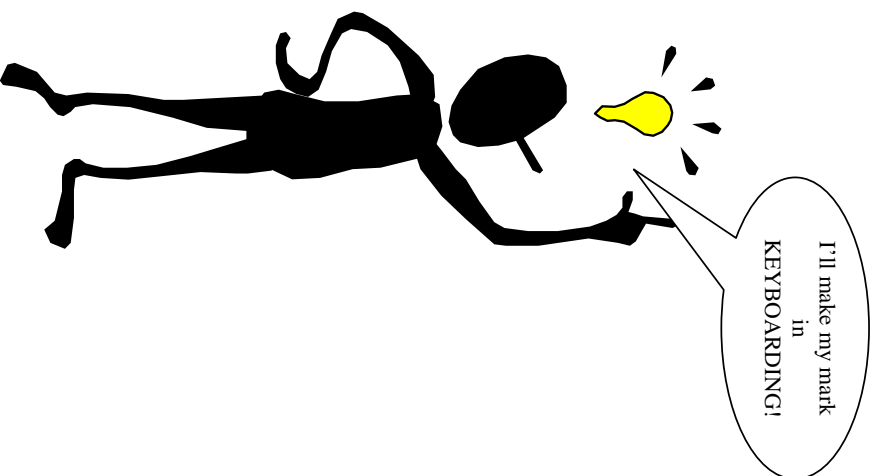| EXCELLENT (4)	VERY GOOD (3)	FAIR (2)	POOR (1)
The student completes the task with no major errors. The student demonstrates a full understanding of the concepts.	The student completes the task with only a few major errors and some minor errors. The student demonstrates a strong understanding of the concepts.	The student completes the task with some major errors and many minor errors. The student has difficulty understanding the concepts.	The student fails to complete the task. The student does not understand the concepts.

Teacher Comments:

Keyboarding Grading Scale (Part 1)

Fourth Nine Weeks

NWAM	4th 9 WKS %
1	20%
2	25%
3	30%
4	35%
5	40%
6	45%
7	50%
8	55%
9	60%
10	62%
11	64%
12	68%
13	70%
14	74%
15	76%
16	79%
17	81%
18	83%
19	85%
20	87%
21	89%
22	91%
23	93%
24	94%
25	95%
26	96%
27	97%
28	98%
29	99%
30	100%

SKILLBUILDING

Skillbuilding for Speed Lessons A–T
Due:
Skillbuilding for Accuracy Lessons A–T
Due:

Technology Foundations

I'll make my mark in KEYBOARDING!

Keyboarding Grading Scale (Part 2)

First Nine Weeks

NWAM	1st 9 WKS %
1	50%
2	55%
3	60%
4	65%
5	70%
6	75%
7	80%
8	83%
9	85%
10	88%
11	89%
12	90%
13	94%
14	96%
15	98%
16	100%
17	100%
18	100%
19	100%
20	100%
21	100%
22	100%
23	100%
24	100%
25	100%
26	100%
27	100%
28	100%
29	100%
30	100%

Second Nine Weeks

NWAM	2nd 9 WKS %
1	35%
2	40%
3	45%
4	50%
5	55%
6	60%
7	65%
8	70%
9	71%
10	73%
11	76%
12	80%
13	84%
14	88%
15	92%
16	95%
17	98%
18	100%
19	100%
20	100%
21	100%
22	100%
23	100%
24	100%
25	100%
26	100%
27	100%
28	100%
29	100%
30	100%

Third Nine Weeks

NWAM	3rd 9 WKS %
1	27%
2	32%
3	37%
4	42%
5	47%
6	52%
7	57%
8	63%
9	67%
10	70%
11	72%
12	75%
13	77%
14	79%
15	80%
16	81%
17	82%
18	86%
19	88%
20	90%
21	92%
22	94%
23	96%
24	98%
25	100%
26	100%
27	100%
28	100%
29	100%
30	100%

Lemonade Stand Daily Guide

Day 1 Secret Recipe!
1. Go to http://coolmath-games.com/lemonade/index.html to play the Lemonade game and take detailed notes about what the customers think of your lemonade. Change the recipe until you are completely proud of your product. Once you choose your recipe, you will be using it for the duration of the project.
2. Take notes about the other trends in the game.
   - Do the prices stay the same each day for various products?
   - How does the weather affect sales?
   - What happens to the products that you do not use?
   - Did you ever run out of any products?
3. Keep all of your notes for making future decisions!

Day 2-3 Setting the Price!
1. Log on to:
   http://www.microsoft.com/education/en-us/teachers/plans/Pages/calculating_profits.aspx

2. Down load the *Excel data collection sheet*, from the bottom of the green rectangle.
3. Now you are going to enter your secret lemonade recipe that you developed on day one. You will input the recipe in cells I5, J5, and K5, but pay attention to what is asked for in K5. The recipe in the game asks for ice cubes per cup, but the data collections sheet asks for ice per pitcher. **We are going to estimate that there are 20 cups per pitcher**. So multiply the number of ice cubes listed in your recipe times 20, and list it in J5.
4. Now you are going to copy the data that you entered on row five down through row 14. This data will not change for the 10 days that you play the game.
5. Name Sheet 1, Daily Sales Data.
6. Name Sheet 2, Cost per Cup.
7. Log on to the game again at http://coolmath-games.com/lemonade/index.html.
8. Go to the store to get all three prices for each of the items. You will enter the data on the Cost per Cup Sheet as shown. The cost per item found in column C is found by dividing the cost per pack in column B, by the items per pack in column A.
9. To figure the cost to produce one cup of lemonade, we must find the amount of each item used in each cup and multiply that by the unit cost of each item. Because there are three different prices for each item and each of those prices change daily, we can only come up with estimates. We will estimate the most expensive and least expensive cost per cup of lemonade to establish a cost range. Here is how:

	A	B	C
1	**Unit Cost**		
2	**Cups**		
3	Cups per pack	Cost per pack	Cost per cup
4	25	$ 0.80	$ 0.0320
5	50	$ 1.50	$ 0.0300
6	100	$ 50.00	$ 0.5000
7	**Lemons**		
8	Lemons per pack	Cost per pack	Cost per lemon
9	10	$ 0.94	$ 0.0940
10	30	$ 2.20	$ 0.0733
11	75	$ 4.15	$ 0.0553
12	**Sugar**		
13	Cups per pack	Cost per pack	Cost per Cup
14	8	$ 0.69	$ 0.0863
15	20	$ 1.54	$ 0.0770
16	48	$ 3.40	$ 0.0708
17	**Ice**		
18	Cubes per pack	Cost per pack	Cost per Cube
19	100	$ 0.88	$ 0.0088
20	250	$ 2.02	$ 0.0081
21	500	$ 3.55	$ 0.0071

		Recipe				
	Item	Amount per pitcher	Amount/Cup	Cost Per Unit	Cost Per Cup	
Upper Limit of Expenses	Cups	20	1	$ 0.0320	$ 0.03200	
	Lemons	5	0.25	$ 0.0940	$ 0.02350	
	Cups of Sugar	10	0.5	$ 0.0863	$ 0.04315	
	ice cubes	240	12	$ 0.0088	$ 0.10560	
					$ 0.20425	Total Cost per Cup of Lemonade
	Item	Amount per pitcher	Amount/Cup	Cost Per Unit	Cost Per Cup	
Lower Limit of Expenses	Cups	20	1	$ 0.0300	$ 0.03000	
	Lemons	20	1	$ 0.0553	$ 0.05530	
	Sugar	5c	0.25	$ 0.0708	$ 0.01770	
	ice cubes	240	12	$ 0.0071	$ 0.08520	
					$ 0.18820	Total Cost per Cup of Lemonade

- Amount per pitcher – Everyone must use 20 cups per pitcher, and the rest comes from your recipe listed on Sheet 1.
- Amount /Cup – Divide the amount per pitcher data by 20 because we estimate that there are about 20 cups per pitcher of lemonade.
- Cost per Unit – Use the most expensive or least expensive unit cost found in Step 8 for each item (most expensive for Upper Limit of Expenses and least expensive for Lower Limit of Expenses).
- Cost Per Cup – Multiply the amount/cup times the cost per unit.
- Total Cost per Cup of Lemonade – Find the sum of Cost per Cup column.

10. Now that you have estimated the price range for producing one cup of lemonade, you can make an informed decision about the price you will charge. What is the lowest price you can charge, even on a rainy day, without losing money on each cup sold? Keep this in mind when setting your sale price each day.
11. Save your work!

Day 4 Running the Business!
1. Open the Data Collection Sheet to Sheet 1, Daily Sales Data, and preview the data that you will be saving at the end of each day of sales.
2. Log into the game and use the recipe you developed on Day 1 to make as much money as you can. You may want to review your Day 1 notes about weather and unused materials before you start the game.
3. Play the game for 10 days and record your data for each day.
4. Once you have recorded all the data from Day 10, click the Bankrupt button and record the End of Season Report data.
5. Save your work.

Day 5 Evaluating the Business!
1. Open the Data Collection Sheet.
2. Complete one of the tasks below. Answer all of the given questions in a Word document.
- Add Conditional Formatting Data Bars to the data under Popularity. Do the data bars show a trend in popularity? If so, describe the trend. What does this trend mean for the future of the lemonade business if it continues? Add a different color of Conditional Formatting Data Bars to the data under Customer Satisfaction. Do the trends in customer satisfaction match the trends in popularity each day? Why or why not? What is the difference in these pieces of data?
- Insert a new column to the right of the potential customer column, and add the heading "Percent of Potential Customers Served." Use the Total Cups Sold and the Potential Customers data to figure the percentage of potential customers served for each day. Filter the data in ascending or descending order based on the percentage of potential customers served and determine which column of data correlates most with the data in Percent of Potential Customers. Explain why.
- Create a Scatter Plot that compares daily High Temperature to Total Cups Sold. Add a title and label each axis. Write a paragraph describing the trend shown in the chart.

Lemonade Stand Performance Task

(obtained from http://www.microsoft.com/education/en-us/teachers/plans/Pages/calculating_profits.aspx)

Student's Name_____

Date_____

Objectives

- Students will employ technology in the development of strategies for solving problems in the real world.
- Students will understand the basic concept of profits and losses.

Learning outcomes

- Students will purchase ingredients for making lemonade.
- Students will determine the cost to produce one cup of lemonade.
- Students will assess weather forecasts and customer behavior patterns to determine how much lemonade to make each day.
- Students will use an Office Excel spreadsheet to collect data and record outcomes.
- Students will write a report reflecting on their data and the outcomes.

Lesson procedure

Introduction

When you run your own business, you have to make a lot of important decisions based on math. You have to calculate how many supplies to buy, analyze the data you collect from your sales figures every day, and make decisions about the future based on the conclusions you draw from your information.

In this activity, you will each set up and run your own business—a lemonade stand. You will make all the business decisions about materials, costs, and how to make the lemonade. You will run the lemonade stand, record your data, and then analyze how much money you made or lost.

Remember that even if the lemonade you sell tastes really good, you may not always sell a lot. Sometimes the weather affects how much lemonade people purchase. You will get to see a weather forecast, but remember that weather forecasts are not always accurate.

Before you start playing, you will read directions that will show you how to start and operate your lemonade stand. As you run your business, you will use an Office Excel data collection spreadsheet to record your decisions, your data, and your outcomes. When the game is over, you will write a report about the reasons you made a profit or the reasons you did not.

Student activities

Follow the steps below to guide your students through this lesson plan. See student guide link at right.

- Step 1: "Run your lemonade stand and record your data."
- Step 2: "Analyze your profits and losses."

Lesson extension activities

- Ask students to use one of the charts in Office Excel to help them visualize and analyze their data.
- Ask students to write a strategy handbook for running a successful lemonade stand.
- Ask students to create an ad campaign to attract more customers to their business.

Conclusion

Assess students on their data collection and their final reflection. They should use mathematical terms and draw conclusions by reviewing their data.

Calculating profits from selling lemonade

Student guide

In this activity, you will each set up and run your own business—a lemonade stand. You will make all the business decisions about materials, costs, and how to make the lemonade. You will run the lemonade stand, record your data, and then analyze how much money you made or lost.

Step 1
Run your lemonade stand and record your data
Read all the directions in this Student Guide carefully before you begin.
On the Internet, go to the Web site: http://www.coolmath-games.com/lemonade/. Read the Introduction and make sure you understand the decisions you will have to make about pricing, quality control, inventory control, purchasing supplies, and weather to run your stand.
Open the Office Excel data collection sheet your teacher has saved to your classroom computer. You will use this spreadsheet to record the decisions you make about how to run your lemonade stand, the data you collect, and the outcomes of your game. Name the spreadsheet (include your name in the spreadsheet name) and save it.
Before you begin collecting your data, you might want to experiment with how the lemonade stand runs for a few days. This will give you an idea of how the decisions you make affect how much lemonade you sell each day. You can click the **Help** button at any time for advice on how to buy supplies, adjust the lemonade recipe, and so on. When you are ready to stop experimenting and start collecting data, click the **Bankrupt**! button to see your results. Once you have seen the results of your experiment, start the game over and start recording your decisions and data.

In your Office Excel spreadsheet, record:
- All of the decisions you are making (about supplies, quality control, and so on)
- Your results

Run your stand and record your data for 7, 14, or 30 days.
- Make sure that you record all the data for each day.
- Make sure that you record the decisions you made each day as well as the results.

After the final day, click the **Bankrupt!** button to see your final results. Did you make a profit?

Save your Office Excel spreadsheet.

Step 2
Analyze your profits and losses

Open a new Microsoft Office Word document. Write the answers to the following questions, and be sure to use mathematical terms in your answers:
- How did you do? Do you think your lemonade stand was successful?
- List several reasons why you made a profit or why you did not make a profit.
- What did you learn from playing the game?
- Look over your data. Do you see any patterns?
- What advice would you give to someone who wants to be successful at playing this game?

Save your Office Word document.

Lemonade Stand Performance Task Rubric

Student's Name_____

Date_____

	25 Excellent	22 Good	20 Average	18 Poor	15 Failing	Score
1. Approximating the unit cost of each item	The cost per item is accurately figured for each item at each quantity given using a formula, and appropriate formatting is used to display data.	The cost per item is accurately figured for each item at each quantity given, but no formula was used; appropriate formatting is used to display data.	The cost per item is accurately figured for each item at each quantity given using a formula, but appropriate formatting was not used to display data.	The cost per item is accurately figured for each item at each quantity given, but no formula was used; appropriate formatting was not used to display data.	The cost per item was not accurately figured.	
2. Approximating the cost of producing 1 cup of lemonade	The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses using formulas, and appropriate formatting is used to display data.	The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses, but no formulas were used; appropriate formatting is used to display data.	The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses using formulas, but appropriate formatting was not used to display data.	The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses, but no formulas were used; appropriate formatting was not used to display data.	The cost of producing one cup of lemonade was not accurately figured.	
3. Running the business and collecting daily sales data	All daily data is presented consistently, the recipe is the same each day, and the end of season report is complete.	Daily data is presented with minor inconsistencies or less than four missing items, the recipe is the same each day, and the end of season report is complete.	Daily data is presented with major inconsistencies or four to six missing items, the recipe is the same each day, and the end of season report is complete.	Daily data is presented inconsistently, the recipe is the same each day, and the end of season report is not complete.	All daily data is presented inconsistently, the recipe is not the same each day, and the end of season report is not complete.	
4. Evaluating and analyzing the business data	The data is manipulated and formatted appropriately to show links between two separate pieces of data, and the questions are answered completely in a manner that shows deep understanding of how the pieces of data are linked.	The data is manipulated and formatted appropriately to show links between two separate pieces of data, and the questions are answered completely, but in a manner that shows only an understanding of the individual pieces of data.	The data is manipulated and formatted appropriately to show links between two separate pieces of data, but the questions are answered without complete thoughts.	The data is manipulated and formatted appropriately to show links between two separate pieces of data, but no attempt is made to answer the questions.	The correct data is chosen, but it is not manipulated or formatted properly to show a link between the two separate pieces of data.	
					Total	

Personality Activity

Student's Name_____

Date_____

Instructions:

1. Open Internet Explorer.

2. Enter the URL www.41q.com in the address bar.

3. Read the instructions under the question box. You will click to select your answer. If you do not understand what the question is asking, use the Help button that is at the right of the Start Over button.

4. When you have answered all questions, minimize Internet Explorer.

5. Open Microsoft Word.

6. Minimize Word.

7. Restore the Personality test in Internet Explorer.

8. Highlight your results through the number line, right click and choose Copy.

9. Restore Word.

10. Right Click and Paste your results.

> **To add your name to the document:**
>
> 1. Click View from the Menu Bar.
> 2. Select Headers and Footers.
> 3. Enter your first and last name, Tab to center, and enter "41Questions"
> 4. Close the Header/Footer Box.
>
> **To Save the Document:**
>
> 1. Go to File, and select Save As:
> 2. Save in will change to Stu_01 of fs1.
> 3. The filename will be 41questions_your first initial last name.

11. Print the document.

Close Internet Explorer and Microsoft Word.

Presentation Rubric

Student's Name_____

Date_____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score Obtained
Content	Addressed all assignment components	Addressed all but one assignment component	Omitted two assignment components	Omitted more than two assignment components	
Detail	Fully addressed all assignment components	Fully addressed most assignment components	Partially addressed most assignment components	Partially addressed few assignment components	
Accuracy	No grammatical, typographical, spelling, or punctuation errors	One to two grammatical, typographical, spelling, or punctuation errors	three to five grammatical, typographical, spelling, or punctuation errors	More than five grammatical, typographical, spelling, or punctuation errors	
Clarity	Logical, orderly sequence	Somewhat logical sequence	Confusing sequence	No evidence of order or sequence	
Design	Excellent design selection and usage	Adequate design selection or one or two design errors	Inadequate design selection or three to five design errors	Poor design selection or more than five design errors	
Appeal	Very appealing; excellent use of animation, transitions, sound, etc.	Somewhat appealing; adequate use of animation, transitions, sound, etc.	Not very appealing; limited use of animation, transitions, sound, etc.	Not appealing; very limited or no use of animation, transitions, sound, etc.	
				Score	

Teacher Comments:

Program of Study

Career Pathway:

Name _____

MSIS ID _____

School/College/University _____

This Pathway can serve as a guide, along with other career planning materials. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This should be customized with course titles and appropriate district and high school graduation requirements. Refer to the latest version of the approved courses for the secondary schools of Mississippi at the MDE's Web site. www.mde.k12.ms.us/acad/id/curriculum/Revised%20SY2011-2012%20Approved%20Courses%20Manual%20complete.pdf

LEVELS						CTE	SECONDARY
GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Electives	Pathway Related Electives	
Interest Inventory Administered and Pathway Selected for all Learners							
7							
8							
9							
10							
11							
College Placement Assessments-Academic/Career Advisement Provided							
12							

SECONDARY

Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.

POSTSECONDARY					
Year1 4				Continue courses pertinent to the pathway selected.	
Year 13					
Year 14					
Year 15					
Year 16					
Continue courses in the area of specialization.					

NOTE: To view postsecondary CTE articulation:
www.sbcjc.cc.ms.us/pdfs/ct/StatewideArtManual2010.pdf

DRAFT : 8/25/2011

Project Rubric

Student's Name_____

Date_____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score Obtained
Content	Addressed all assignment components	Addressed all but one assignment component	Omitted two assignment components	Omitted more than two assignment components	
Detail	Fully addressed all assignment components	Fully addressed most assignment components	Partially addressed most assignment components	Partially addressed few assignment components	
Accuracy	No grammatical, typographical, spelling, or punctuation errors	One or two grammatical, typographical, spelling, or punctuation errors	Three to five grammatical, typographical, spelling, or punctuation errors	More than five grammatical, typographical, spelling, or punctuation errors	
Design	Excellent design selection and usage	Adequate design selection or one or two design errors	Inadequate design selection or three to five design errors	Poor design selection or more than five design errors	
Appeal	Very appealing; excellent use of animation, transitions, sound, etc.	Somewhat appealing; adequate use of animation, transitions, sound, etc.	Not very appealing; limited use of animation, transitions, sound, etc.	Not appealing; very limited or no use of animation, transitions, sound, etc.	
				Score	

Teacher Comments:

Report Rubric

Student's Name_____

Date_____

	EXEMPLARY (4)	ACCOMPLISHED (3)	DEVELOPING (2)	BEGINNING (1)	SCORE
Topic	Directly relevant	Somewhat relevant	Remotely related	Totally unrelated	
Organization	Good organization; events are logically ordered; sharp sense of beginning and end	Organized; events are somewhat jumpy	Some organization; events jump around; start and end are unclear	Not organized; events make no sense	
Quality of Information	Supporting details specific to subject	Some details do not support the subject	Details are somewhat sketchy	Unable to find specific details	
Grammar and Spelling	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Interest Level	Vocabulary is varied; supporting details are vivid	Vocabulary is varied; supporting details need work	Vocabulary is constant; details lack "color"	Needs descriptive words	
Neatness	Word processed or typed; clean and neatly bound in a report cover; illustrations provided	Legible writing; well-formed characters; clean and neatly bound in a report cover; illustrations provided	Legible writing; some ill-formed letters; print too small or too large; papers stapled together	Illegible writing; loose pages	
Timeliness	Report handed in on time	Up to two days late	Up to one week late	Report handed in more than one week late	
				Total	

Teacher Comments:

Technique Grader

Student's Name_____

Date_____

_____Sitting in relaxed position

_____Feet flat on the floor

_____Wrists low, but off keyboard

_____Wrists are far enough away from body

_____Fingers curved and upright

_____Strikes each key with proper finger

_____Quick-snap strokes with immediate return

_____Strikes space bar quickly with right thumb

_____Returns quickly with pinky without lifting other fingers

_____Keeps eyes on the screen

_____/10 TOTAL

_____

_____ GRADE

Appendix B: Glossary

Unit 1

Access Controls: a system which enables an authority to control access to areas and resources in a given physical facility or computer-based information system

Antivirus Software: software used to prevent, detect, and remove malware, including computer viruses, worms, and Trojan horses

Authorized Access: policy definition phase where users are granted permission to use computer hardware and/or software

Authorized Use: Use of information that is expressly allowed under a licensing agreement

Boot Sector: a portion of a hard disk, floppy disk, or similar data storage device that contains code for booting programs (usually, but not necessarily, operating systems) stored in other parts of the disk

Computer Ethics: a branch of practical philosophy which deals with how computing professionals should make decisions regarding professional and social conduct

Computer Virus: a software program capable of reproducing itself and usually capable of causing great harm to files or other programs on the same computer

Cyber Ethics: a broad philosophical concept that goes beyond simple right and wrong and looks towards creating safe and healthy online environments

Cybercrime: any crime that involves a computer and a network, where the computers may or may not have played an instrumental part in the commission of a crime

Decryption: the activity of making clear or converting from code into plain text

Encryption: the activity of converting data or information into code

Ethics: moral principles that govern a person's or group's behavior

EULA (End User License Agreement): A software license agreement is a contract between the "licensor" and purchaser of the right to use software

Hacker: a person who uses computers to gain unauthorized access to data

Learning Style: one of several approaches or ways of learning that are presumed to allow an individual to learn best

Network: a number of interconnected computers, machines, or operations

Password: a string of characters that allows access to a computer, interface, or system

Personality: the combination of characteristics or qualities that form an individual's distinctive character

PIN (Personal Identification Number): a number allocated to an individual and used to validate electronic transactions

Piracy: the unauthorized use or reproduction of another's work

Privacy: the ability to control information one reveals about oneself over the Internet and the ability to control who can access that information

Rescue Disk: a disk that is used to salvage data from damaged, failed, corrupted, or inaccessible secondary storage media when it cannot be accessed normally

Site License: a type of software license and a legal agreement that allows users to run the software package simultaneously

Software License: a legal instrument governing the usage or redistribution of software

Trojan Horse: a program designed to breach the security of a computer system while ostensibly performing some innocuous function

Unauthorized Access/Use: viewing private accounts, messages, files or resources when one has not been given permission from the owner to do so

Username: an identification used by a person with access to a computer network

Worm: a self-replicating program able to propagate itself across a network, typically having a detrimental effect

Unit 2

Address Bar: normally located near the top of your web browser window; displays the Web address (or URL) of the page you are currently viewing and contains an edit field where you enter the Web address that you are trying to reach

Attachment: a file sent "attached" to an e-mail message; may be a picture, text file, audio, video, or executable program. Attachments should be checked for viruses with virus detection software.

Back Button: aends your browser to the last page that you viewed.

Browser: a software program with a graphical user interface that is used to access the World Wide Web. Browsers include Internet Explorer, Firefox, Netscape, and Opera, to name a few.

Domain: the part of an internet address naming convention that consists of a sequence of characters separated by dots. The original five domain abbreviations (last three characters in URL or address) are .edu (Educational institutions), .com (Commercial businesses), .gov (U.S. government), .mil (The U.S. military), .org (Other organizations), and .net (Network/Internet Service Providers).

Download: the process of transferring files from another computer to another via a modem or local network.

E-mail (electronic mail): the process of sending messages via a computer network. Most e-mail software programs use IMAP (Internet Message Access Protocol) to send and receive e-mail from and to an e-mail server.

Favorites or Bookmarks: a listing in your browser that displays websites that have been saved for future visits

Forward Button: available only after using the Back button; will send browser forward one page.

History: a record of Web pages that you have visited in the past. Most web browsers allow you to view and manage your history from within the browser itself.

Home Button: will send the browser directly to the designated homepage

Homepage: the web page that opens up when you start your browser, or the "opening" Web page of a Web site.

Hyperlink: hypertext which, when clicked, connects you to another web page. The web page can be on the same site or a different site.

Hypertext: text on an HTML document that has been organized to provide links between other elements of the same document or other documents on the Web. Selecting a hypertext link (usually by clicking the mouse pointer on the text itself) will display the linked information.

Internet: the vast collection of interconnected networks that all use the TCP/IP protocols and that evolved from the ARPANET of the late 1960s and early 1970s—a worldwide network of computer networks.

IP address: a computer's unique Internet address, which usually looks like this: 128.223.142.14. Most computers also have a "domain name" assigned to them, which represents cryptic IP addresses with easier-to-remember words.

Print Button: will let you print the Web page that you are currently viewing

Refresh/Reload Button: forces the browser to download the latest copy of the page or to restart the downloading process

Ribbon: the area at the top of an application window that houses all of the tools that can be used in that application

Search Box: located at the top of most browsers; allows you to search the internet by typing in keywords and pressing Enter

Search Engine: provides the ability for users to search the Web by typing in a search terms. Results can include pages, documents, or images.

Stop Button: will stop the browser during the process of downloading a page

Tab: an area on the ribbon that houses a related set of tools that can be used in a particular application

URL (Uniform Resource Locator): the address for a specific file (page or site) on the Web

Window: a section of a display screen that can be created for viewing information from another part of a file or from another file

World Wide Web (WWW or the Web): the interactive portion of the Internet, an information protocol that is used to send and receive information. Information on the Web includes multimedia (movies, pictures, sounds, etc.), hypertext (links to other internet resources), or text (documents, files, etc.).

Unit 3

Application Software: computer software designed to help the user to perform singular or multiple related specific tasks.

CD (Compact Disc): a small plastic disc on which music or other digital information is stored and from which the information can be read using reflected laser light

CD-R (Compact Disc, Recordable): a compact disc on which you can write only once and thereafter is read-only memory

CD-RW (Compact Disc, Rewritable): a compact disc format that allows repeated recording on a disc

CPU (Central Processing Unit): the computer chip primarily responsible for executing instructions

Disk Drives: a device that allows a computer to read from and write to computer disks

Hard Drive: a high-capacity, self-contained storage device containing a read–write mechanism plus one or more hard disks inside a sealed unit

Hardware: the machines, wiring, and other physical components of a computer or other electronic system

Keyboard: a panel of keys that operates a computer or typewriter

Monitor: a television-like object that displays images generated by a computer

Motherboard: a printed circuit board containing the principal components of a microcomputer or other device with connectors into which other circuit boards can be slotted.

Mouse: a small hand-held device that is dragged across a flat surface to move the cursor on a computer screen, typically having buttons that are pressed to control computer functions

Operating System Software: software, consisting of programs and data, that runs on computers, manages computer hardware resources, and provides common services for execution of various application software

Printer: a machine, especially one linked to a computer, for printing text or pictures onto paper

RAM (Random Access Memory): the most common computer memory which can be used by programs to perform necessary tasks while the computer is on

ROM (Read-Only Memory): memory whose contents can be accessed and read but cannot be changed

Software: the programs and other operating information used by a computer

USB (Universal Serial Bus): a connection technology for attaching peripheral devices to a computer, providing fast data exchange

Webcam: a video camera that inputs to a computer connected to the Internet so that its images can be seen by Internet users

Unit 4

Address Bar: a widget in a Web browser that either reflects the current URL or accepts typing-in a target URL

ALT + F4: shortcut key for nearly all Windows operating systems to close the active window or application

ALT + Tab: the common name for a keyboard shortcut on Microsoft Windows used for switching between top-level windows without using the mouse; also called "Task Switcher"

Chevron: reveal drop-down menus, provide access to editing tools, etc.

Close: make a data file inaccessible after use so that it is securely stored until required again

Control Menu Icon: button to press to display a list of commonly used Microsoft Windows menus

Maximize/Restore: button to press to make a window fit the contents of the screen; when pressed again, the window will go back to its original size.

Minimize: causes a window to disappear without closing the program or file or discarding any data

Ruler: measurement aids found along two edges of the layout display window

Sizing Handle: adjustment handles are the small boxes appearing on the corners and edges of a "selected control" that let you change the size and shape of the control

Title Bar: a horizontal bar at the top of a window, bearing the name of the program and typically the name of the currently active document

Vertical/Horizontal Scroll Bars: a long thin section at the edge of a computer display by which material can be scrolled using a mouse

Unit 5

Accuracy: degree of freedom from errors measured from zero; usually expressed as one error, two errors, and so forth

Arrow Keys: keys on a keyboard that move the cursor left, right, up or down

Backspace Key: moves the cursor to the left one space at a time

Caps Lock: key on the keyboard that is used to key all capital letters without holding the shift key

Centering: placing text so that half of the text is on each side of the center point

Cursor: lighted point on a display screen where the next character of space can be entered

Default: preset condition in software that controls margin, line spacing, and tab settings. Operators may override default settings.

Delete Key: a key used to erase characters once they are highlighted

Document: text, especially formatted, such as a numbered list, memo, letter, report, outline, title page, or reference page

Editing: arranging, changing, and correcting existing text; editing includes proofreading but is not limited to it.

Enter: ends a line or paragraph

Error: any misstroke of a key; also any variation between source copy and displayed or printed copy; departure from acceptable format.

ESC key: key on the keyboard that is used to exit a program

Function Keys: set of keys (F1, F2, etc.) used alone or with Shift, Ctrl, and Alt keys to issue software commands

GWAM (Gross Words a Minute): measure of the rate of keying speed; GWAM = total standard five-stroke words keyed divided by the time required to key those words

Home Row Keys: the keys A S D F J K L; designated as the keys from which all keystrokes are made

Key: to strike buttons for printing or displaying copy; also called "enter," "keyboard," "input," and "type"

Keyboard: arrangement of keys on a device attached to a computer or typewriter; also the act of keying or typing

Letter Keys: keys on the keyboard which contain the letters of the alphabet

Numeric Keypad: arrangement of figure keys and special keys, such as +, -, and =, on the right side of most keyboards; used for keying all number copy

Proofreading: process of comparing copy on a display screen or paper to the original copy and correcting (or marking for correction) errors; one of the editing steps

QWERTY Keyboard: the most common keyboard arrangement, named for the first letters across the top row

Rate: speed of doing a task; see gross words a minute (GWAM) and net-production rate a minute (N-PRAM)

Return: software feature that moves the cursor to the left margin of the next line; inserted automatically (soft) when text exceeds the line length, and inserted manually (hard) to force software to begin a new line

Shift Keys: keys that make occasional capital letters or allow you to get the character on the top of a key

Space Bar: key on the keyboard that spaces the cursor forward one space at a time and produces a blank space when pressed

Tab: causes the cursor (or print point) to skip across the display screen (or paper) to a place set by the operator or the default tab settings

Technique: keyboard operator's form or keying style

Word Wrap: text automatically moves to the next line when it reaches the right margin

Unit 6

Alignment: the arrangement of text and images on a page

Bold: the type format in which the letter is made to appear extra thick and dark

Buffer: portion of computer memory that temporarily holds data

Bullet: a character or symbol used to itemize lists or emphasize points

Clip Art: collection of ready-made drawings and illustrations available in different topics

Clipboard: a temporary storage area that holds text and graphics

Copy: to duplicate data or text

Crop: the act of "cutting" part of a graphic image

Cut: removing text from one location in a document with the intention of inserting it at another

Default: a preset condition of the software that the software uses if no other option is selected

Delete: to remove an item or value from a document

Desktop Publishing: the ability to make the printed word more attractive using the computer and specialized software

Enter: key that, when pressed, moves the text insertion point to the start of the next line

Find: command that initiates a search for a specific item in a document

Font: a print typeface or style of characters displayed on the screen or printed to paper

Format: to put selected text or an entire document into a given form; the form itself

Gutter: the white space between columns

Handles: the "dots" surrounding a selected object indicating that it is in edit mode

I-Beam: indicates current position where text will be inserted or corrections can be made

Import: the process of bringing text or graphics into an application from another source

Insert: to place characters in between existing characters

Italics: text format in which characters take on a slanted appearance

Justification: the placement of text relative to the margins

Layout: the overall appearance of a publication

Margin: border on the left, right, top, or bottom of a document

Masthead: the information included in the top portion of a newsletter

Orphan: a single line of a paragraph which appears at the top of a page or column

Paste: the process of returning text or graphics to the page after they have been cut or copied

Replace: a command that exchanges one word or symbol for another

Ruler: graphic device from which a user can set tabs and margins and perform other functions

Sans Serif: plain font, without hooks or lines, used for headlines

Save As: command that stores the document currently in memory to disk under a new name

Serif: font that adds hooks or lines to the shape of the letter

Spacebar: oblong key at the bottom of a keyboard which, when pressed, adds a space at the text insertion point

Spacing: distance between characters, lines, fields, or cells in a document

Spell Checker: word processing option that checks a document for spelling errors and offers correcting alternatives

Tab: key that, when pressed, moves the text insertion point to a different place in the current line

Type (Font) Size: height of a text character measured in points or pixels

Underline: text format in which selected text is underlined

White Space: the blank space between text and graphics on a page

Widow: a single line of a paragraph which appears at the bottom of a page or column

Word Wrap: a word processing feature in which text is automatically continued from one line of the text to the next

Unit 7

Animations: visual effects, such as graphics, titles or bullet points, applied to individual items on the slide

Articulation: the formation of clear and distinct sounds in speech

Audience: the people giving or likely to give attention to something

Background: the area or scenery behind the main object of contemplation, especially when perceived as a framework for it

Body Language: the process of communicating nonverbally through conscious or unconscious gestures and movements

Chat: any kind of communication over the Internet; primarily meant to refer to direct one-on-one chat or text-based group chat

Clips: a short sequence taken from a movie or broadcast

Color Scheme: a planned combination of colors for a presentation

Content: information made available by a Web site or other electronic medium

Diagram: a simplified drawing showing the appearance, structure, or workings of something; a schematic representation

Effect: an impression produced in the mind of a person

Eye Contact: a meeting of the eyes between two people that expresses meaningful nonverbal communication

File Extensions: a group of letters occurring after a period in a file name, indicating the purpose or contents of the file

Flip Chart: a large pad of paper bound so that each page can be turned over at the top to reveal the next

Handouts: a worksheet, leaflet, or pamphlet that is given out (usually by hand) for a certain use

Import Files: to transfer (as files or data) from one format to another usually within a new file

Key Point: important facts or pieces of information which must be included in a presentation

Knowledge of Subject Narration: being aware of all topics in a presentation so that your audience fully understands your points

Multimedia: using more than one medium of expression or communication

Overlay: a graphical computer display that can be superimposed on another

Presentation: a demonstration or display of a product or idea

Slides: single pages of a presentation

Sound Effects: sound other than speech or music made artificially for use in a presentation

Story Board: graphic organizers such as a series of illustrations or images displayed in sequence for the purpose of previsualizing a motion picture, animation, motion graphic or interactive media sequence, including Web site interactivity

Tile: arrange (two or more windows) on a computer screen so that they do not overlap

Transition: the visual movements as one slide changes to another

Views: the visual appearances or images of something when looked at in a particular way

Visual Aid: an item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily

Unit 8

Activate: to make a chart sheet or worksheet the active, or selected, sheet. The sheet that you activate determines which tabs are displayed. To activate a sheet, click the tab for the sheet in the workbook.

Active cell: the selected cell in which data is entered when you begin typing. Only one cell is active at a time. The active cell is bounded by a heavy border.

Active sheet: the sheet that you're working on in a workbook. The name on the tab of the active sheet is bold.

Argument: the values that a function uses to perform operations or calculations. The type of argument a function uses is specific to the function. Common arguments that are used within functions include numbers, text, cell references, and names.

Autoformat: a built-in collection of cell formats (such as font size, patterns, and alignment) that you can apply to a range of data. Excel determines the levels of summary and detail in the selected range and applies the formats accordingly.

Axis: a line bordering the chart plot area used as a frame of reference for measurement. The y-axis is usually the vertical axis and contains data. The x-axis is usually the horizontal axis and contains categories.

Border: a decorative line that can be applied to worksheet cells or objects, such as charts, pictures, or text boxes. Borders distinguish, emphasize, or group items

Cell: a box formed by the intersection of a row and column in a worksheet or a table, in which you enter information

Cell Reference: the set of coordinates that a cell occupies on a worksheet. For example, the reference of the cell that appears at the intersection of column B and row 3 is B3.

Chart Area: the entire chart and all its elements.

Chart Sheet: a sheet in a workbook that contains only a chart. A chart sheet is beneficial when you want to view a chart or a PivotChart report separately from worksheet data or a PivotTable report.

Column: appear vertically and are identified by letters at the top of the worksheet window

Column Heading: the lettered or numbered gray area at the top of each column. Click the column heading to select an entire column. To increase or decrease the width of a column, drag the line to the right of the column heading.

Comparison Criteria: a set of search conditions that is used to find data. Comparison criteria can be a series of characters that you want to match, such as "Northwind Traders," or an expression, such as ">300."

Comparison Operator: a sign that is used in comparison criteria to compare two values. The six standards are = (equal to), > (greater than), < (less than), >= (greater than or equal to), <= (less than or equal to), and <> (not equal to).

Conditional Format: a format, such as cell shading or font color, that Excel automatically applies to cells if a specified condition is true

Constant: a value that is not calculated. For example, the number 210 and the text "Quarterly Earnings" are constants. An expression, or a value resulting from an expression, is not a constant.

Criteria: conditions you specify to limit which records are included in the result set of a query. For example, the following criterion selects records for which the value for the Order Amount field is greater than 30,000: Order Amount > 30000.

Data Label: a label that provides additional information about a data marker, which represents a single data point or value that originates from a datasheet cell

Data Marker: a bar, area, dot, slice, or other symbol in a chart that represents a single data point or value that originates from a datasheet cell. Related data markers in a chart constitute a data series.

Data Points: individual values that are plotted in a chart. Related data points make up a data series. Data points are represented by bars, columns, lines, slices, dots, and other shapes. These shapes are called data markers.

Data Series: related data points that are plotted in a chart. Each data series in a chart has a unique color or pattern and is represented in the chart legend. You can plot one or more data series in a chart. Pie charts have only one data series.

Data Source: a stored set of "source" information used to connect to a database. A data source can include the name and location of the database server, the name of the database driver, and information that the database needs when you log on.

Database: a collection of data related to a particular subject or purpose. Within a database, information about a particular entity, such as an employee or order, is categorized into tables, records, and fields.

Default Startup Workbook: the new, unsaved workbook that is displayed when you start Excel. The default startup workbook is displayed only if you have not included other workbooks in the XLStart folder.

Dependents: cells that contain formulas that refer to other cells. For example, if cell D10 contains the formula =B5, cell D10 is a dependent of cell B5.

Embedded Chart: a chart that is placed on a worksheet rather than on a separate chart sheet. Embedded charts are beneficial when you want to view or print a chart or a PivotChart report with its source data or other information in a worksheet.

Excel Table: formerly known as an Excel list; allows you to create, format, and expand an Excel table to organize the data on your worksheet.

Expression: a combination of operators, field names, functions, literals, and constants that evaluates to a single value. Expressions can specify criteria (such as Order Amount>10000) or perform calculations on field values (such as Price*Quantity).

External Data: data that is stored outside of Excel. Examples include databases created using Access, dBASE, SQL Server, or a Web server.

External Data Range: a range of data that is brought into a worksheet but that originates outside of Excel, such as in a database or text file. In Excel, you can format the data or use it in calculations as you would any other data.

External Reference: a reference to a cell or range on a sheet in another Excel workbook, or a reference to a defined name in another workbook.

Fill Handle: the small black square in the lower-right corner of the selection. When you point to the fill handle, the pointer changes to a black cross.

Filter: to display only the rows in a list that satisfy the conditions you specify. You use the autofilter command to display rows that match one or more specific values, calculated values, or conditions.

Font: a graphic design applied to all numerals, symbols, and alphabetic characters; also called "type" or "typeface." Arial and Courier New are examples of fonts. Fonts usually come in different sizes, such as 10 point, and various styles, such as bold.

Formula: a sequence of values, cell references, names, functions, or operators in a cell that together produce a new value. A formula always begins with an equal sign (=).

Formula bar: a bar at the top of the Excel window that you use to enter or edit values or formulas in cells or charts; displays the constant value or formula stored in the active cell

Formula Palette: a tool that helps you create or edit a formula and also provides information about functions and their arguments

Function (Office Excel): a prewritten formula that takes a value or values, performs an operation, and returns a value or values. Use functions to simplify and shorten formulas on a worksheet, especially those that perform lengthy or complex calculations.

Grid: a set of intersecting lines used to align objects.

Gridlines in Charts: lines you can add to a chart that make it easier to view and evaluate data. Gridlines extend from the tick marks on an axis across the plot area.

Item: a subcategory of a field in PivotTable and PivotChart reports. For instance, the field "Month" could have items such as "January," "February," and so on.

Justify: to adjust horizontal spacing so that text is aligned evenly along both the left and right margins. Justifying text creates a smooth edge on both sides.

Legend: a box that identifies the patterns or colors that are assigned to the data series or categories in a chart

Locked Field or Record: The condition of a record, field, or other object in a database that permits it to be viewed but not changed (read-only) in Query

Merged Cell: a single cell that is created by combining two or more selected cells. The cell reference for a merged cell is the upper-left cell in the original selected range.

Microsoft Office Excel: the spreadsheet program in Microsoft Office

Moving Border: an animated border that appears around a worksheet range that has been cut or copied. To cancel a moving border, press ESC.

Name Box: box at left end of the formula bar that identifies the selected cell, chart item, or drawing object. To name a cell or range, type the name in the Name box and press ENTER. To move to and select a named cell, click its name in the Name box.

Operand: items on either side of an operator in a formula. In Excel, operands can be values, cell references, names, labels, and functions.

Operator: a sign or symbol that specifies the type of calculation to perform within an expression. There are mathematical, comparison, logical, and reference operators.

Page break: divider that breaks a worksheet into separate pages for printing. Excel inserts automatic page breaks based on the paper size, margin settings, scaling options, and the positions of any manual page breaks that you insert.

Page Break Preview: worksheet view that displays the areas to be printed and the locations of page breaks. The area to be printed is displayed in white, automatic page breaks appear as dashed lines, and manual page breaks appear as solid lines.

Paste Area: the target destination for data that has been cut or copied by using the Office Clipboard.

Plot Area: in a 2-D chart, the area bounded by the axes, including all data series; in a 3-D chart, the area bounded by the axes, including the data series, category names, tick-mark labels, and axis titles

Print Area: one or more ranges of cells that you designate to print when you do not want to print the entire worksheet. If a worksheet includes a print area, only the print area is printed.

Print Titles: row or column labels that are printed at the top of or on the left side of every page on a printed worksheet

Range: two or more cells on a sheet; a group of selected cells. The cells in a range can be adjacent or nonadjacent.

Range Reference: identifies the range, which is the cell in its upper-left corner and the cell in its lower-right corner, separated by a colon (e.g., A3:C5)

Read-Only: a setting that allows a file to be read or copied but not changed or saved

Refresh (external data range) : to update data from an external data source. Each time you refresh data, you see the most recent version of the information in the database, including any changes that were made to the data.

Relative Reference: in a formula, the address of a cell based on the relative position of the cell that contains the formula and the cell referred to. If you copy the formula, the reference automatically adjusts. A relative reference takes the form A1.

Remote Reference: a reference to data stored in a document from another program

Rows: appear horizontally and are identified by numbers on the left side of the worksheet window

Row Heading: the numbered gray area to the left of each row. Click the row heading to select an entire row. To increase or decrease the height of a row, drag the line below the row heading

Scroll Lock: allows the arrow keys to scroll the active sheet rather than make a different cell active. To turn scroll lock off or on, press the SCROLL LOCK key.

Select: to highlight a cell or range of cells on a worksheet. The selected cells will be affected by the next command or action.

Select All button: the gray rectangle in the upper-left corner of a datasheet where the row and column headings meet. Click this button to select all cells on a datasheet.

Shared Workbook: a workbook set up to allow multiple users on a network to view and make changes at the same time. Each user who saves the workbook sees the changes made by other users.

Sheet Tab: where the name of each worksheet appears

Sort Order: a way to arrange data based on value or data type. You can sort data alphabetically, numerically, or by date. Sort orders use an ascending (1 to 9, A to Z) or descending (9 to 1, Z to A) order.

Spreadsheet: a grid of rows and columns in which you enter text, numbers, and the results of calculations

Template: a workbook that you create and use as the basis for other similar workbooks. You can create templates for workbooks and worksheets. The default template for workbooks is called Book.xlt. The default template for worksheets is called Sheet.xlt.

Text Box: a rectangular object on a worksheet or chart in which you can type text

Tick Marks and Tick-Mark Labels: tick marks are small lines of measurement, similar to divisions on a ruler, that intersect an axis. Tick-mark labels identify the categories, values, or series in the chart.

Title: descriptive text that is automatically aligned to an axis or centered at the top of a chart

Value Axis: a chart axis that displays scaled numerical values.

Workbook: a spreadsheet program file that you create in Excel. A workbook contains worksheets of rows and columns in which you can enter and calculate data.

Worksheet: a computerized spreadsheet; the primary document that you use in Excel to store and work with data; also called a "spreadsheet." A worksheet consists of cells that are organized into columns and rows; a worksheet is always stored in a workbook.

Workspace File: a file that saves display information about open workbooks so that you can later resume work with the same window sizes, print areas, screen magnification, and display settings. A workspace file does not contain the workbooks themselves.

Wrap: in text, to break a line of text automatically on reaching a margin or object and continue the text on a new line

Unit 9

Application: (also referred to as an "App") a program that is accessed via Web browser over the Internet. Many apps are available for purchase in a mobile format for smart phones and devices.

Blog: a Web site, maintained by an individual or group, with commentary, descriptions of events, or other media such as graphics or video. "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Facebook: a free-access social networking website that is operated and privately owned by Facebook, Inc. Users can join networks organized by city, workplace, school, and region to connect and interact with other people. People can also add friends and send them messages, as well as update their personal profiles to notify friends about themselves.

Forum: an online equivalent of a bulletin board. People participating in an online forum can build bonds around certain topics or areas of interest.

MySpace: a social networking Web site with an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music, and videos

Podcast: a digital audio or visual file that can be downloaded to a computer or mobile device. Usually podcasts are in serial form, with a consistent host or format. Podcasts are not limited to Apple's iPod or iPhone and can be downloaded using a variety of free multimedia programs, including iTunes, Windows Media Player and Winamp.

Smartphone: any cell phone that has the ability to connect to the Internet. Some examples include the iPhone, Blackberry and Droid.

Social Media: used to describe various websites or other forms of technology where people can connect and interact with one another and share information

Twitter: a free social networking and microblogging service that enables its users to send and read other users' updates known as "tweets." Tweets are text-based posts of up to 140 characters in length which are displayed on the user's profile page and delivered to other users (known as "followers") who have subscribed to them. Web 2.0: a perceived second generation of Web development and design that facilitates communication, secure information sharing, interoperability, and collaboration on the Internet. Web 2.0 concepts have led to the development and evolution of Web-based communities and applications, such as social-networking sites, video-sharing sites, wikis, and blogs.

Wiki: a collection of Web pages designed to enable anyone with access to contribute or modify content. The best example is Wikipedia.

Unit 10

Career: an occupation undertaken for a significant period of a person's life and with opportunities for progress

Career Cluster: a concept that provides students with a context for studying traditional academics and learning the skills specific to a career and provides U.S. schools with a structure for organizing or restructuring curriculum, offering classes composed around a common theme, such as interest

Certificates: a document serving as evidence or as written testimony, as of status, qualifications, privileges, or the truth of something

Education: information about or training in a particular field or subject

IHL (Institutions of Higher Learning): refers to an institution beyond the high school level, such as academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

Postsecondary Education: tertiary education, also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary education, such as a high school, secondary school, university-preparatory school, or gymnasium.

Salary: a fixed regular payment, typically paid on a monthly or biweekly basis but often expressed as an annual sum, made by an employer to an employee.

Secondary Education: education beyond the elementary grades; provided by a high school or college preparatory school

Skills: particular abilities to perform tasks well

Training: the action of teaching a person a particular skill or type of behavior

Wage: A fixed regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, usually a manual or unskilled worker.

Workforce: the people engaged in or available for work, either in a country or area or in a particular company or industry.