Mississippi Department of Education
Office of Curriculum and Instruction

Course Title:	**Management Essentials**
Grade Level:	**9, 10, 11, 12**
Carnegie Unit:	**1**
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Management Essentials

Unit 1: Business Operations and Security

Competency 1: Explain the functions of business operations.

Suggested Enduring Understandings

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.

Suggested Essential Questions

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). Label the main hardware components of a computer including the CPU, CD-ROM/DVD drive, keyboard, mouse, monitor, printer, scanner, and modem. 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.	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Check for student understanding by using a teacher-created checklist. 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

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.

Suggested Essential Questions

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.

	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. 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.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate student understanding by using the Role-play or Skit Assessment Rubric. Assess student understanding by reviewing the students' Guest Speaker Evaluation Forms. 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

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.

Suggested Essential Questions

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.

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

	organization.	observing contributions to class discussions and participation in activities.

Competency 5: Implement expense control strategies to enhance a business's financial well-being.

Suggested Enduring Understandings

1. Items stole from businesses increase price and operating cost.
2. Employees play an important role in expense control.

Suggested Essential Questions

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.

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Unit 2: Information Management

Competency 1: Apply filing procedures

Suggested Enduring Understandings

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.

Suggested Essential Questions

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. (DOK3)	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. Discuss with students the responsibilities of business owners concerning records maintenance according to federal law. Have students use the Internet to research and debate whether employees have privacy rights in a workplace.	b. Evaluate scenarios for understanding of ethical and unethical conduct by observing student demonstrations. Evaluate student understanding by observation. 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. 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.	e. Assess student understanding by observing contributions to class discussions and participation in activities. 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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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).

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Unit 3: Management Applications

Competency 1: Investigate the role of American business in a global society.

Suggested Enduring Understandings

1. American business is a part of the global society.
2. Entrepreneurs are the backbone of the economy.

Suggested Essential Questions

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_(MySpace); 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/0,1518,459685,00.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

1. Establishing a business has many steps and processes.
2. Examine the differences in franchises, global business, and starting a new business.

Suggested Essential Questions

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

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.

Suggested Essential Questions

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

	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/18659/197-3.	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

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.	completeness.

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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Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management* (12th ed.). Mason, OH: Thomson.

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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).

~~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

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?

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?

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?

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 in the *12 Rules of Desktop Publishing* (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
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

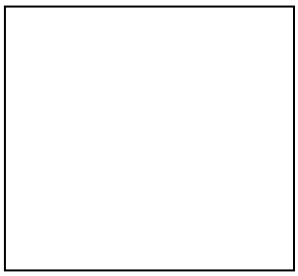
NAME: DATE: PERIOD:

	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	

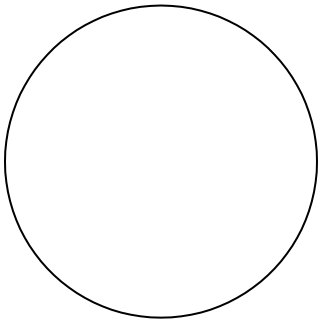
Comments:

Reflection

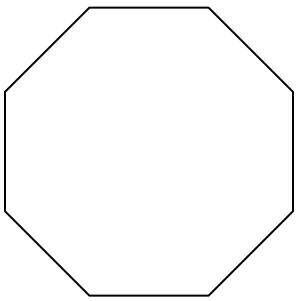
NAME: DATE: PERIOD:



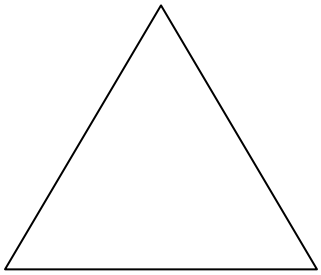
Something I learned that SQUARED with my beliefs:



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

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

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

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?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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?

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 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**

Board Approved: May 15, 2008

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

	appropriate first aid procedures.	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.html) 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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Management Fundamentals

Unit 2: Principles of Business Management

Competency 1: Describe management principles.

Suggested Enduring Understandings

1. The managerial functions are included in the management process, including planning, organizing, staffing, energizing, and controlling.

Suggested Essential Questions

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/htdebate.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.	the checklist to self-assess the quality of their research. 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. Have students discuss EEOC regulations related to testing of job applicants (http://www.eeoc.gov/policy/docs/factemployment_procedures.html).	c. Use the Guest Speaker Evaluation Form. 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. Have students research job requirements and write job descriptions. Have them use word processing software to produce a help-wanted advertisement.	d. Assess student understanding by observing contributions to class discussions and participation in activities. 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

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.

Suggested Essential Questions

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

Competency 1: Demonstrate business use of mail, telecommunication systems, and office equipment.

Suggested Enduring Understandings

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.

Suggested Essential Questions

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. 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. 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.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Check for student understanding by observation. 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. Have students use a facsimile machine. Have them locate and explain the elements of the fax report.	understanding by observing contributions to class discussions and participation in activities. 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). 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. Review the school's acceptable use policy, and have students make revisions and then retype the policy using word processing software. 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).	e. Assess student understanding by observing contributions to class discussions and participation in activities. Have students peer assess acceptable use policies. Evaluate acceptable use policies for accuracy. 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/officespecialist/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/officespecialist/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

1. When scheduling appointments, there are guidelines to follow.
2. Time management techniques are important in the workplace.

Suggested Essential Questions

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

appointments.		contributions to class discussions and participation in activities. Use the Blackboard Learning System to assess student understanding of terms and concepts of time management. Check appointments for accuracy.
	Have students define the following terms related to time management concepts: Calendar, recurring, appointments, time management, obligations, flexible, and chronologically. 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.	
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. Have students play the time management game at http://www.planetozkids.com/ozzoom/games/diner-shop-time-management-games.htm.	b. Evaluate oral presentations using the Presentation Assessment Rubric. 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

1. The secretary generally prepares and reads the minutes of a business meeting.
2. Robert's Rules of Order are the general rules to follow for the progression of a business meeting.
3. An agenda outlines the activities of a business meeting.

Suggested Essential Questions

1. What is an agenda?
2. What is the accepted procedure to follow in 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

	Have students define terms related to formal business meetings to include agenda, minutes, call to order, and adjourn.	activities. 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/officespecialist/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/officespecialist/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.teachnology.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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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

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?

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?

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?

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 proceduresfor 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 in the *12 Rules of Desktop Publishing* (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
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

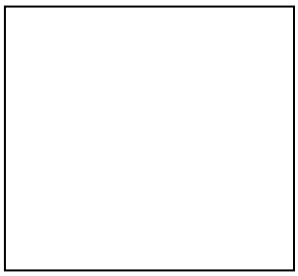
NAME: DATE: PERIOD:

	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	

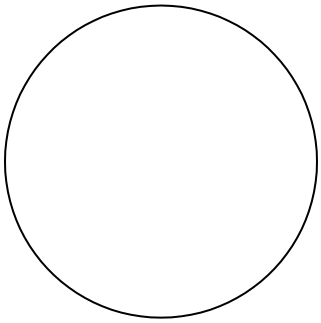
Comments:

Reflection

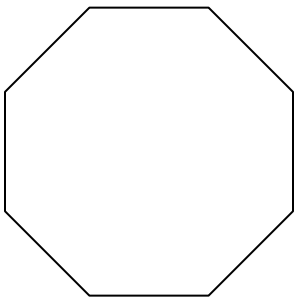
NAME: DATE: PERIOD:



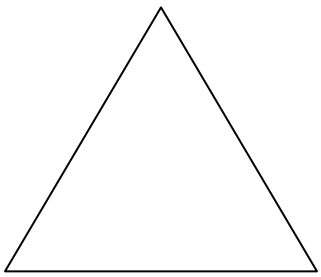
Something I learned that SQUARED with my beliefs:



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

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

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

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?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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?

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:

2023 Management Essentials

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Mr. Glen East, vice chair
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Standards

Some standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to some of the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's Management Essentials curriculum is aligned to the following standards:

National Standards for Business Education
The National Business Education Association (NBEA) has created standards to introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly global marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who successfully want to complete college programs in various business disciplines. *NBEA Business Education Library* (2020).
nbea.org

International Society for Technology in Education Standards (ISTE)
Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.
iste.org

College- and Career-Readiness Standards
College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.
mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.
battelleforkids.org/networks/p21/frameworks-resources

Executive Summary

Course Description
Management Essentials includes elements that will help contribute to student success in the business world. This course provides a broad introduction to the management industry by incorporating management functions and theories, general business organization, and personal management skills. Management strategies for human resources, operations, finance, and technology and information will be explored throughout this course.

Applied Academic Credit
The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure
The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning
If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

Course Outline

One 1-Carnegie Unit Course

This curriculum consists of one 1-credit course.

Management Essentials—Course Code: 110710

Unit	Title	Hours
1	Introduction to Management	10
2	Business Organization	20
3	Human Resources Management	30
4	Operations Management	20
5	Technology and Information Management	10
6	Financial Management	15
7	Personal Management Skills	35
Total		**140**

Unit 1: Introduction to Management

Competencies and Suggested Objectives
1. Define the terminology and concepts of management functions. DOK1 a. Explain the management function of planning. b. Explain the management function of organizing. c. Explain the management function of leading. d. Explain the management function of controlling.
2. Identify and discuss the evolution of management theories (e.g., Maslow, Bloom, Taylor, Weber, Follett, McGregor). DOK2
3. Understand the factors of production (e.g., land, labor, capital, entrepreneurship) as it relates to management (e.g.., human resources management, operations management, technology and information management, and financial management). DOK1
4. Explore different management styles (e.g., tactical/strategic, autocratic, democratic, laissez-faire). DOK3
5. Investigate careers in the management industry. DOK3

Unit 2: Business Organization

Competencies and Suggested Objectives
1. Analyze the organization of a business. DOK4 a. Identify the types of business ownership. b. Compare and contrast the basic types of business ownership (e.g., sole proprietorship, partnership, corporation, etc.). • Identify variations of basic types of business ownership (e.g., franchise, limited partnership, limited liability company, S corporation, etc.).
2. Describe the types of organizational structures. DOK2 a. Explore and create an organizational hierarchy/chart. b. Distinguish between functional, divisional, and matrix organizational structures. c. Compare and contrast various organization structures of real-world businesses. d. Identify the factors that influence an organization's structure (e.g., size, environment, human resources, technology, strategy, etc.).
3. Identify the levels of management. DOK2 a. Describe the interaction between and among management levels. b. Describe the role of self-managed work teams. c. Identify and analyze emerging trends in organizational structure. d. Explain the skills needed and the duties performed at various management levels.

Unit 3: Human Resources Management

Competencies and Suggested Objectives
1. Investigate human resources management as a function of planning. DOK3 a. Define the human resources function of planning.
2. Investigate human resources management as a function of recruitment and selection. DOK3 a. Explain the recruitment function. b. Identify recruitment sources. c. Identify selection tools and explain their use (e.g., interviews, tests, reference checks, etc.). d. Identify legislation affecting the recruitment and selection processes (e.g., Title VII of the Civil Rights Act of 1964, affirmative action, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act, etc.). e. Examine how organizations use social media sites during recruitment and selection processes. f. Identify and describe measures of effectiveness (e.g., turnover, time-to-fill, cost per hire, offer acceptance rate, etc.). g. Identify the stages of the onboarding process.
3. Investigate human resources management as a function of employee development. DOK3 a. Discuss why professional development is a shared responsibility between a business and an employee. b. Explain the difference between job enlargement and job enrichment. c. Describe the relationship between lifelong learning and professional development. d. Examine the relationship between goal setting and performance expectations. e. Differentiate between training and development. f. Align a training/development plan with strategic initiatives. g. Discuss the role of human resources professionals in developing positive relationships between management and employees.
4. Investigate human resources management as a function of performance appraisal/review. DOK3 a. Identify the two main types of employee evaluations and their purpose (e.g., formal, informal). • Explore the advantages and disadvantages of each type of evaluation. b. Analyze the impact of performance appraisals on motivation and job performance. c. Analyze the evaluation process based on existing legislation. • Discuss the legal ramifications of performance evaluations.
5. Investigate human resources management as a function of compensation, promotion, benefits, and incentives. DOK3 a. Identify and describe employee compensation plans, benefits packages, and incentive programs. b. Identify non-salary issues (e.g., flextime, childcare, discounts, tuition programs, etc.) c. Assess an employee compensation package (e.g., wages/salaries, benefits, bonuses, etc.). d. Identify the newest trends in compensation and benefits and the feasibility of such decisions (e.g., unlimited paid time off, remote work, etc.).

6. Investigate human resources management as a function of workforce separation, termination, and transition. DOK3
    a. Define rightsizing and discuss how internal and external factors affect rightsizing (e.g., employee productivity, economic factors, competition, government regulations).
    b. Explore the legal reasons for terminating employees.
    c. Describe the process of progressive discipline.
    d. Discuss considerations for downsizing, the consequences to the employees and the organization, and the techniques and procedures for downsizing.
    e. Identify the criteria used to make termination and transition decisions.
    f. Describe the legal implications and processes related to termination and transition decisions.
    g. Explain the role of human resource professionals when working closely with management to determine the appropriate disciplinary action for an employee.
    h. Explain the importance of supervisors keeping accurate employee documentation and providing consistent and timely feedback.
7. Investigate human resources management as a function of labor relations. DOK3
    a. Explain the role of management in labor relations.
    b. Describe an employment contract.
    c. Define right-to-work state and at-will employment.
    d. Outline the procedures involved in the grievance process.
    e. Discuss the effectiveness of current legislation in protecting workers' rights.

Unit 4: Operations Management

Competencies and Suggested Objectives
1. Explore operations management principles and procedures as they apply to product design (i.e., goods/services). DOK3 a. Compare methods and tools for designing or redesigning products. b. Evaluate a product design process. c. Explain why product design must evolve to meet the changing needs of customers.
2. Explore operations management principles and procedures as they apply to scheduling. DOK3 a. Identify factors considered in scheduling and describe the tools that assist in scheduling. b. Discuss the effectiveness and efficiency of a production schedule. c. Describe the benefits of just-in-time inventory systems.
3. Explore operations management principles and procedures as they apply to materials procurement. DOK3 a. Define supply chain management. b. Identify factors to consider when selecting suppliers (e.g., quality, price, reliable delivery, etc.). c. Describe the role of the International Standards Organization (ISO) and its impact on the quality of products.
4. Explore operations management principles and procedures as they apply to inventory management. DOK3 a. Define inventory control. b. Examine inventory control methods and the need for different inventory control systems in various industries (e.g., first in-first out, last in-first out, etc.).
5. Explore operations management principles and procedures as they apply to quality standards. DOK3 a. Explain the concept of quality control and its evolution.

Unit 5: Technology and Information Management

Competencies and Suggested Objectives
1. Describe how organizations use technology to access, share, and protect information. DOK2 a. Identify methods organizations use to collect and manage information. b. Evaluate methods for protecting information.
2. Differentiate between e-commerce and e-business. DOK3 a. Contrast e-commerce and e-business. b. Hypothesize how successful e-business systems depend on more than just technical expertise in website design.

Unit 6: Financial Management

Competencies and Suggested Objectives
1. Explore the financial statements used by management in the decision-making process. DOK3 a. Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, statement of net worth, etc.). b. Identify sources of financial information for industries and publicly held firms.
2. Identify sources of short- and long-term financing. DOK1 a. Explain when to use each type of financing in a business.
3. Analyze risks to businesses and ways to minimize and manage risks. DOK3 a. Examine the process of developing a risk management plan.

Unit 7: Personal Management Skills

Competencies and Suggested Objectives
1. Apply personal management skills as they relate to time management. DOK4 a. Explain the importance of time management. b. Design, implement, and evaluate a personal time management schedule.
2. Develop personal management skills as they relate to stress management. DOK4 a. Identify stressors in personal life and determine appropriate reactions. b. Identify stressors in the business environment and determine appropriate reactions. c. Recognize the benefits of motivational stress.
3. Develop personal management skills as they relate to professional growth and development. DOK4 a. Recognize the need for life-long learning and understand why it is important when managing your career.
4. Develop personal management skills as they relate to effective communication. DOK4 a. Identify effective communication skills. b. Apply active listening skills. c. Use feedback to enhance the communication process. d. Discuss nonverbal cues and what they communicate. e. Identify major problems that prevent effective communication. f. Discuss the advantages and disadvantages of written and oral communication. g. Research examples of effective and ineffective forms of communication.
5. Develop personal management skills as they relate to motivation and performance. DOK4 a. Define motivation and explain the relationship between motivation and performance. b. Identify ways managers can motivate employees.
6. Develop personal management skills as they relate to conflict management. DOK4 a. Define conflict management and distinguish between constructive and destructive approaches to conflict management. b. Describe the importance of maintaining relationships during conflicts. c. Discuss the importance of communication and its role in conflict management. d. Demonstrate the process of conflict resolution.
7. Develop personal management skills as they relate to ethics and social responsibility. DOK4 a. Describe the characteristics of a personal code of ethical behavior (e.g., honesty, integrity, personal responsibility, etc.). b. Describe ethical dilemmas faced by managers. c. Create a personal code of ethics.

Appendix: National Standards for Business Education

National Standards for Business Education Crosswalk for Management Essentials								
	Units	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Standards								
NBEA-CM1 Foundations of Communication								X
NBEA-CM2 Interpersonal Skills								X
NBEA-MG1 Management Functions		X						
NBEA-MG2 Management Theories		X						
NBEA-MG3 Business Organization			X					
NBEA-MG4 Personal Management Skills								X
NBEA-MG5 Ethics and Social Responsibility				X				X
NBEA-MG6 Human Resources Management				X				X
NBEA-MG7 Organized Labor				X				
NBEA-MG8 Employee Relations				X				X
NBEA-MG9 Technology and Information Management						X		
NBEA-MG10 Industry Analysis		X						
NBEA-MG11 Financial Decision Making							X	
NBEA-MG12 Operations Management					X			

Communication

NBEA-CM1 – Foundations of Communication

- Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.

NBEA-CM2 – Interpersonal Skills

- Apply interpersonal skills in personal and professional environments to communicate effectively.

Management

NBEA-MG1 – Management Functions

- Analyze the management functions and their implementation and integration in a business environment.

NBEA-MG2 – Management Theories

- Analyze the management theories and their application in a business environment.

NBEA-MG3 – Business Organization

- Analyze the organization of a business.

NBEA-MG4 – Personal Management Skills

- Develop personal management skills to function effectively and efficiently in a business environment.

NBEA-MG5 – Ethics and Social Responsibility

- Examine the role of ethics and social responsibility in decision-making.

NBEA-MG6 – Human Resources Management

- Describe human resources functions and their importance to an organization's successful operation and strategic congruence.

NBEA-MG7 – Organized Labor

- Describe the role and impact of organized labor on an organization's operations.

NBEA-MG8 – Employee Relations

- Create a positive and safe work environment that allows managers and employees to have cooperative workplace interactions and conduct business legally, ethically, and effectively with civility.

NBEA-MG9 – Technology and Information Management

- Utilize information and technology tools to conduct business effectively and efficiently.

NBEA-M10 – Industry Analysis

- Analyze a business organization's competitive position within the industry.

NBEA-MG11 – Financial Decision-Making

- Analyze financial data influenced by internal and external factors to make short-term and long-term decisions.

NBEA-MG12 – Operations Management

- Apply operations management principles and procedures to the design of an operations plan.

NBEA-MG13 – Global Perspective

- Examine the issues of corporate culture and managing in the global environment.