



## EVERETT PUBLIC SCHOOLS BUSINESS OPERATIONS FRAMEWORK

<b>Course:</b> Entrepreneurship	<b>Total Framework Hours:</b> 180 Hours
<b>CIP Code:</b> 521801	<input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>
<b>Career Cluster:</b> Marketing	<b>Cluster Pathway:</b> Management and Entrepreneurship

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Precision Exam: Retailing (School Store) 408 (pre-test): Weekly Reports; 6-week Evaluations (includes self, peer, and teacher assessment): School-Based Enterprise Research Standards

#### **Leadership Alignment:**

#### **21<sup>st</sup> Century Skills Alignment**

##### Reason Effectively

2.A.1: Use various types of reasoning as appropriate to the situation

##### Use System Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

##### Make Judgements and Decisions

2.C.4: Reflect critically on learning experiences and processes

##### Communicate Clearly

3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

##### Collaborate with Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

##### Adapt to Change

7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts

7.A.2: Work effectively in a climate of ambiguity and changing priorities

##### Be Flexible

7.B.1: Incorporate feedback effectively

7.B.2: Deal positively with praise, setbacks and criticism

##### Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

#### **DECA Alignment**

DECA School Based Enterprise

Knowledge Matters - Virtual Business

### *Standards and Competencies*

**Unit:** Financial Analysis - Understand basic accounting practices and procedures used in retailing

#### **Industry Standards and/or Competencies:**

**Total Learning Hours for Unit:** 15

- Explain the nature of balance sheets
- Describe the nature of income statements
- Maintain financial records

- Prepare cash flow statements
- Demonstrate the wise use of credit
- Open/Close register/terminal

***Aligned Washington State Learning Standards***

<b>English Language Arts:</b>	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><b>Production and Distribution of Writing:</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge</p> <p><b>Comprehension and Collaboration:</b> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Mathematics:</b>	<p><b>Number and Quantities:</b> Reason quantitatively and use units to solve problems Define appropriate quantities for the purpose of descriptive modeling* Choose a level of accuracy appropriate to limitations on measurement when reporting quantities*</p>

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 Knowledge Matters - Virtual Business

***Standards and Competencies***

**Unit:** Operations - Understand the mechanics of operating a retail store

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 15**

- Follow instructions for use of equipment, tools, and machinery
- Describe health and safety regulations in business
- Explain routine security precautions

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Knowledge Matters - Virtual Business

***Standards and Competencies***

**Unit:** Marketing-information management - Understand the marketing mix and strategies used in marketing research

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 10**

- Scan marketplace to identify factors that could influence merchandising decisions
- Analyze competitors' offerings
- Assess trading area
- Determine price sensitivity

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**Mathematics:****Number and Quantities:**

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***Standards and Competencies***

**Unit:** Market Planning - Understand how to develop a business plan and prepare for personnel needs in a retail store

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 25**

- Profile target customer
- Determine market needs
- Determine customer demand for merchandise

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Knowledge Matters - Virtual Business

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**Unit:** Product/Service Management - Understand the mechanics of operating a retail store

#### **Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 15**

- Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages)
- Determine stock turnover
- Plan merchandise assortment (e.g., styling, sizes, quantities, colors)
- Choose vendors
- Identify components of a retail image

### ***Aligned Washington State Learning Standards***

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 Knowledge Matters - Virtual Business

### **Standards and Competencies**

**Unit:** Pricing - Understand the mechanics of operating a retail store

#### **Industry Standards and/or Competencies:**

**Total Learning Hours for Unit:** 10

- Determine cost of product (breakeven, ROI, markup).
- Evaluate pricing decisions
- Describe pricing strategies

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Knowledge Matters - Virtual Business

***Standards and Competencies*****Unit:** Distribution and Channel Management - Understand the mechanics of operating a retail store**Industry Standards and/or Competencies:****Total Learning Hours for Unit: 10**

- Complete inventory counts
- Determine inventory shrinkage
- Explain the relationship between customer service and distribution
- Explain the receiving process

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### ***Standards and Competencies***

**Unit:** Promotion - Understand the importance of promotion in a retail business

#### **Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 25**

- Plan special events
- Plan promotional strategy
- Measure success of promotional efforts
- Explain the use of visual merchandising in retailing
- Use cross-merchandising techniques

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### ***Standards and Competencies***

**Unit:** Selling - Understand the mechanics of operating a retail store

#### **Industry Standards and/or Competencies:**

**Total Learning Hours for Unit:** 25

- Establish relationship with customer/client
- Process returns/exchanges
- Process sales documentation
- Determine customer/client needs
- Demonstrate suggestion selling

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7.B.2: Deal positively with praise, setbacks and criticism

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA School Based Enterprise

Knowledge Matters - Virtual Business

***Standards and Competencies***

**Unit:** Human Resource Management - Identify the role of managers and employees in a retail store and the skills needed to be successful

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 15**

- Conduct product “show and tell”
- Conduct contests to motivate employees
- Hold special events for employees
- Foster “right” environment for employees

***Aligned Washington State Learning Standards*****English Language Arts:****Integration of Knowledge and Ideas:**

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

**Research to Build and Present Knowledge:**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Production and Distribution of Writing:**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

**Comprehension and Collaboration:**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
<b>Mathematics:</b>	<b>Number and Quantities:</b> Reason quantitatively and use units to solve problems Define appropriate quantities for the purpose of descriptive modeling.* Choose a level of accuracy appropriate to limitations on measurement when reporting quantities*

### 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

<b>LEARNING &amp; INNOVATION</b>  <b>Creativity and Innovation</b> <input type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations  <b>Critical Thinking and Problem Solving</b> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input checked="" type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<b>LIFE &amp; CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input checked="" type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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