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| Everett Public SchoolsBusiness and Marketing II Framework |
| **Course:** Business and Marketing II | **Total Framework Hours up to:** 180 Hours |
| **CIP Code:** 520701 | **[ ] Exploratory [x] Preparatory**  | **Date Last Modified:** 12/03/2015 |
| **Career Cluster:** Business Management and Administration | **Cluster Pathway:** General Management  |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Economics Standards Assessment (MBA Research Standards)  |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork IndependentlyInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional manner | **DECA Alignment**Stock Market Game |
| ***Standards and Competencies*** |
| **Standard/Unit:** Economics & the Free Enterprise System |
| **Competencies**  | **Total Learning Hours for Unit:** 15 |
| MBA ResearchExplain the concept of economic resources (EC:003, LAP EC014) (CS)Describe the concepts of economics and economic activities (EC:001, LAP EC006) (CS)Explain the concept of private enterprise (EC:009, LAP EC015) (CS)Explain the types of economic systems (EC:007, LAP EC017) (CS)Describe functions of money (medium of exchange, unit of measure, store of value)(FI:060) (PQ) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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.) |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) and Economics Standards Assessment (MBA Research Standards)  |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork IndependentlyInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional manner | **DECA Alignment**Stock Market Game |
| **Standard/Unit:** Supply and Demand |
| **Competencies**  | **Total Learning Hours for Unit:** 25 |
| Precision Exam: Entrepreneurship (451) Standard 2:Objective 1: Define opportunity cost, scarcity, and equilibrium. 1. Explain the determinants of supply and demand2. Describe the interrelationship between cost and price. | MBA ResearchExplain the principles of supply and demand (EC:005, LAP EC011) (CS)Describe the functions of prices in markets (EC:006, LAP EC012) (CS) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
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| 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.) |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) and Economics Standards Assessment (MBA Research Standards)  |
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| **Standard/Unit:** Government and the US Economy |
| **Competencies**  | **Total Learning Hours for Unit:** 15 |
| Precision Exam: Entrepreneurship (451) (Standards 1, 2, and )Standard 1: Objective 1: Students will be introduced to the role of the entrepreneur in the economy.5. Describe the role of the government and in promoting and supporting entrepreneurship.Standard 2:Objective 1:Define opportunity cost, scarcity, and equilibrium.5. Analyze how a fluctuating global /international economy affects local businesses.Standard 6:Objective 1:Identify types of business ownership (e.g., sole proprietorship, partnership, c-corp, s-corp, LLC, nonprofit, franchise).3. Identify taxes businesses pay. | MBA ResearchDetermine the relationship between government and business (EC:008, LAP EC016) (CS)Describe the nature of taxes (EC:072, LAP EC027) (SP)Discuss the nature of monetary policy (EC:073) (MN)  |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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.) |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) and Economics Standards Assessment (MBA Research Standards)  |
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| **Standard/Unit:** Economic Stability |
| **Competencies**  | **Total Learning Hours for Unit:** 15 |
| Precision Exam: Entrepreneurship (451)Standard 2:Objective 1: Define opportunity cost, scarcity, and equilibrium.7. Describe the concepts of import and export. | MBA ResearchDiscuss the supply and demand for money (EC:096) (MN)Explain the role of the Federal ReserveSystem (EC:097) (MN)Explain the concept of fiscal policies (EC:074) (MN)Describe the effects of fiscal and monetary policies (EC:098) (MN)Explain the concept of Gross Domestic Product (GDP) (EC:017, LAP EC001) (SP) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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.) |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Economics Standards Assessment (MBA Research Standards) |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork IndependentlyInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional manner | **DECA Alignment**Stock Market Game |
| **Standard/Unit:** Consumers, Savers, and Investors |
| **Competencies**  | **Total Learning Hours for Unit:** 20 |
| MBA ResearchExplain the purposes and importance of credit (FI:002, LAP FI002) (CS)Explain types of investments (FI:077, LAP FI077) (CS) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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. |
| **Speaking and Listening Standards 6-12** |
| 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 |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) and Entrepreneurship Business Plan (MBA Research Standards)  |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork Independently8.B.1 Monitor, define, prioritize and complete tasks without direct oversightBe Self-directed Learners8.C.1 Goes beyond basic mastery of skills and/or curriculum to explore and expand one‘s own learning and opportunities to gain expertiseInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional mannerManage Projects10.A.1 Set and meet goals10.A.2 Prioritizes, plans and manages work to achieve the intended resultGuide and Lead Others11.A.2 Leverages the strengths of others to accomplish a common goalBe Responsible to Others11.B.1 Acts responsibly with the interests of the larger community in mind | **DECA Alignment**DECA Written Projects (5, 11, 30 pages)Virtual Business |
| ***Standards and Competencies*** |
| **Standard/Unit:** Entrepreneurship & Society |
| **Competencies**  | **Total Learning Hours for Unit:** 15 |
| Precision Exam: Entrepreneurship 451Objective 1: Students will be introduced to the role of the entrepreneur in the economy. 1. Explain the terms entrepreneur and entrepreneurship. 2. Describe the differences between being an employee, an entrepreneur, and entrepreneur. 3. Assess the impact of entrepreneurship and innovation on your local, state, national, and international communities and economies. 4. Search, analyze, and interpret current entrepreneurship data and data trends. 5. Describe the role of the government and in promoting and supporting entrepreneurship. 6. Identify parts of the entrepreneurship infrastructure (SBDC, SBA, SCORE, GOED). 7. Describe entrepreneurship mentoring trends and entrepreneurship contests (e.g., boom start-up, incubators, business plan contests, pitch contests).Objective 2: Understand the characteristics of an entrepreneur. 1. Identify the characteristics and traits of a successful entrepreneur. 2. Compare and contrast the risks and benefits of choosing to become an entrepreneur, including ways to minimize or limit the risks. 3. Examine the role of entrepreneurship in a career and college pathway. 4. Define ethics, and identify common ethical issues that entrepreneurs encounter. Objective 3: Students will understand idea generation through innovation and problem solving. 1. Understand basic business model concepts. 2. Generate ideas for products and/or service to meet or create markets or needs, wants, and trends. 3. Compare and contrast the advantages and disadvantages of buying an existing business, starting a new business, or purchasing a franchise. Review basic business models. 4. Identify research tools used to gather information about markets, market trends, and business and consumer needs and wants. 5. Identify trends in entrepreneurship (e.g., emerging technologies, social entrepreneurship, green entrepreneurship, lean start-up, business model— canvas, crowdsourcing and crowd- funding). 6. Understand the basic concepts of lean start-up, a minimally viable product, pivoting, and “failing fast.”  | MBA ResearchDescribe the nature of entrepreneurship (EN:039) (SP)Explain the role requirements of entrepreneurs and owners (EN:040) (SP)Describe entrepreneurial planning considerations (EN:007) (ON)Explain tools used by entrepreneurs for venture planning (EN:008) (ON)Assess start up requirements (EN:009) (ON)Assess risks associated with venture (EN:010) (ON)Describe external resources useful to entrepreneurs during concept development (EN:011) (ON)Assess the need to use external resources for concept development (EN:012) (ON)Describe strategies to protect intellectual property (EN:013) (ON)Use components of business plan to define venture idea (EN:014) (ON)Identify the impact of small business/entrepreneurship on market economies (EC:065) (CS) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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. |
| **Speaking and Listening Standards 6-12** |
| 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 |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork Independently8.B.1 Monitor, define, prioritize and complete tasks without direct oversightBe Self-directed Learners8.C.1 Goes beyond basic mastery of skills and/or curriculum to explore and expand one‘s own learning and opportunities to gain expertiseInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional mannerManage Projects10.A.1 Set and meet goals10.A.2 Prioritizes, plans and manages work to achieve the intended resultGuide and Lead Others11.A.2 Leverages the strengths of others to accomplish a common goalBe Responsible to Others11.B.1 Acts responsibly with the interests of the larger community in mind | **DECA Alignment**Virtual Business |
| ***Standards and Competencies*** |
| **Standard/Unit:** Marketing |
| **Competencies**  | **Total Learning Hours for Unit:** 5 |
| Precision Exam: Entrepreneurship (451)Objective 1: Understand the importance of identifying the market. 1. Define the function of marketing in an entrepreneurial venture.2. Discuss the concept of market and market share. 3. Identify target markets for potential new businesses. 4. Define and give examples of market segmentation methods. 5. Discuss the role of market research in identifying a market and making business decisions. Objective 2: Students will explore how businesses reach, maintain, and increase the market. 1. Identify the elements of the marketing mix (i.e., the “4 P’s” of marketing). 2. Identify the advantages and disadvantages of marketing a business on the Internet. 3. Analyze the advantages and disadvantages of possible locations for businesses (e.g., brick-and-mortar stores, virtual enterprises, and “click-and-mortar” stores). 4. Discuss appropriate advertising and publicity activities for a business. 5. Discuss the impact of competition on keeping/increasing market share. |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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.) |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) and Entrepreneurship Business Plan (MBA Research Standards)  |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork Independently8.B.1 Monitor, define, prioritize and complete tasks without direct oversightBe Self-directed Learners8.C.1 Goes beyond basic mastery of skills and/or curriculum to explore and expand one‘s own learning and opportunities to gain expertiseInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional mannerManage Projects10.A.1 Set and meet goals10.A.2 Prioritizes, plans and manages work to achieve the intended resultGuide and Lead Others11.A.2 Leverages the strengths of others to accomplish a common goalBe Responsible to Others11.B.1 Acts responsibly with the interests of the larger community in mind | **DECA Alignment**DECA Written Projects (5, 11, 30 pages)Virtual Business |
| ***Standards and Competencies*** |
| **Standard/Unit:** Financial Concepts |
| **Competencies**  | **Total Learning Hours for Unit:** 30 |
| Precision Exam: Standard 2:Objective 1: Define opportunity cost, scarcity, and equilibrium.3. Describe the difference between fixed costs and variable costs. 4. Calculate the number of products to be sold to make a profit using break-even analysis. Standard 4:Objective 1: Examine sources and types of funding. 1. Project the total cash needed to start a business (e.g., start-up costs, ongoing operational expenses, and cash reserves). 2. List and describe common sources and processes by which entrepreneurs can secure funding and potentially exit a business (e.g., angel investors, venture capitalists, term sheets, rounds of financing, capitalization tables, banks, credit unions, crowd funding, credit lines, personal savings, family and friends, mortgage, short-term loan, grants, bootstrapping, IPO, merger, acquisition, etc.). 3. Assess the role of government assistance in the growth and development of a small business (e.g., SBA loan guarantees, grants, university commercialization, and city and state incentives). 4. Compare and contrast debt and equity financing. Identify the advantages and disadvantages of different types of financing options for entrepreneurs. 5. Describe the criteria that determine an entrepreneur’s credit worthiness and the impact this might have on obtaining a business loan. Objective 2: Understand how entrepreneurs utilize business records. 1. Identify reasons for keeping business records. 2. Describe the impact of incomplete and/or inaccurate business records on a business (e.g., sales receipts, expense records, taxes, etc.). 3. Prepare and analyze basic financial statements such as income statements and balance sheets. 4. Understand the importance of sales and budget forecasting in business planning.  | MBA ResearchDescribe processes used to acquire adequate financial resources for venture creation/start up (EN:015) (ON)Select sources to finance venture creation/start up (EN:016) (ON)Identify capital resources needed for the venture (EN:020) (ON)Assess the costs/benefits associated with resources (EN:021)(ON)Describe the nature of cash flow statements (FI:091, LAP FI006) (SP)Prepare cash flow statements (FI:092) (MN)Explain the nature of balance sheets (FI:093, LAP FI010) (SP)Describe the nature of income statements (FI:094, LAP FI004) (SPDescribe considerations in selecting capital resources (EN:019)(ON) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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. |
| **Speaking and Listening Standards 6-12** |
| 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 |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (pre-test) and Entrepreneurship Business Plan (MBA Research Standards)  |
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| ***Standards and Competencies*** |
| **Standard/Unit:** Management |
| **Competencies**  | **Total Learning Hours for Unit:** 20 |
| Precision Exam: Entrepreneurship (451)Objective 1: Discuss short- and long-term goals for an entrepreneurial venture.1. Create a mission statement for an entrepreneurial venture. 2. Create an organizational structure for an entrepreneurial venture. 3. Develop job descriptions for positions in an entrepreneurial venture. 4. Discuss the importance of technology in operating and managing a business. 5. Explain ways entrepreneurs can protect themselves from risks. 6. Identify types of business insurance. 7. Identify experts or resources that may assist small businesses (accounting, finance, legal, etc.). | MBA ResearchExplain factors to consider in determining a venture's human resources needs (EN:017) (ON)Explain considerations in making the decision to hire staff (EN:018) (ON)Determine factors affecting business risk (EC:011, LAP EC003) (CS) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |
| 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.) |
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| **Speaking and Listening Standards 6-12** |
| 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 |

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| **COMPONENTS AND ASSESSMENTS** |
| **Performance Assessments:** Precision Exam: Entrepreneurship (451) (post-test) and Entrepreneurship Business Plan (MBA Research Standards)  |
| **Leadership Alignment:** **21st Century Skills Alignment**Access and Evaluation Information4.A.1 Access information efficiently (time) and effectively (sources)4.A.2 Evaluate information critically and competentlyApply Technology Effectively6.A.1 Use technology as a tool to research, organize, evaluate and communicate informationManage Goals and Time8.A.3 Utilize time and manage workload efficientlyWork Independently8.B.1 Monitor, define, prioritize and complete tasks without direct oversightBe Self-directed Learners8.C.1 Goes beyond basic mastery of skills and/or curriculum to explore and expand one‘s own learning and opportunities to gain expertiseInteract Effectively with Others9.A.1 Know when it is appropriate to listen and when to speak9.A.2 Conducts self in a respectable, professional mannerManage Projects10.A.1 Set and meet goals10.A.2 Prioritizes, plans and manages work to achieve the intended resultGuide and Lead Others11.A.2 Leverages the strengths of others to accomplish a common goalBe Responsible to Others11.B.1 Acts responsibly with the interests of the larger community in mind | **DECA Alignment**DECA Written Projects (5, 11, 30 pages)Virtual Business |
| ***Standards and Competencies*** |
| **Standard/Unit:** Forms of Business Ownership, Government Regulation and Laws |
| **Competencies**  | **Total Learning Hours for Unit:** 20 |
| Precision Exam: Objective 1: Identify types of business ownership (e.g., sole proprietorship, partnership, c-corp, s-corp, LLC, nonprofit, franchise). 1. Compare and contrast the advantages and disadvantages of the different types of business ownership. 2. Identify licenses that a small business must obtain (e.g., business license, EIN, name registry, sales tax I.D., occupational/professional license, food handlers). 3. Identify taxes businesses pay. 4. Identify ways of protecting ideas and inventions (intellectual and proprietary property and processes). 5. Identify the major components of a business plan. 6. Describe the uses and purposes of a business plan. 7. Understand a pitch deck and VC road show | MBA ResearchExplain types of business ownership (BL:003, LAP-BL-001) (CS)Select form of business ownership (BL:006, LAP-BL-002) (ON)Explain labor relations issues (HR:452) (SP)Participate in collective bargaining process (BL:122) (MN) |
| ***Aligned Washington State Standards*** |
| **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** |
| **Reading Standards for Informational Text 6–12** |
| 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. |
| **Writing Standards 6-12** |  |
| 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. |
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| 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 |

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| ***21st Century Skills*** |
| Check those that students will demonstrate in this course: |
| **LEARNING & INNOVATION****Creativity and Innovation****[ ]** Think Creatively**[ ]** Work Creatively with Others**[ ]** Implement Innovations**Critical Thinking and Problem Solving****[ ]** Reason Effectively**[ ]** Use Systems Thinking**[ ]** Make Judgments and Decisions**[ ]** Solve Problems**Communication and Collaboration****[ ]** Communicate Clearly**[ ]** Collaborate with Others | **INFORMATION, MEDIA & TECHNOLOGY SKILLS****Information Literacy****[x]** Access and /evaluate Information**[ ]** Use and Manage Information**Media Literacy****[ ]** Analyze Media**[ ]** Create Media Products**Information, Communications and Technology (ICT Literacy)****[x]** Apply Technology Effectively | **LIFE & CAREER SKILLS****Flexibility and Adaptability****[ ]** Adapt to Change**[ ]** Be Flexible**Initiative and Self-Direction****[x]** Manage Goals and Time**[x]** Work Independently**[x]** Be Self-Directed Learners**Social and Cross-Cultural****[x]** Interact Effectively with Others**[ ]** Work Effectively in Diverse Teams**Productivity and Accountability****[x]** Manage Projects**[ ]** Produce Results**Leadership and Responsibility****[x]** Guide and Lead Others**[x]** Be Responsible to Others |