

SONOMA COUNTY OFFICE OF
EDUCATION

ROP COURSE OUTLINE

Business Management

Course Description

This competency-based course trains students in business administration & management. This course will provide students with an understanding of the basic theories and principles by which businesses are organized and managed in modern society. They will demonstrate competency by analyzing management functions, principles, and processes that contribute to the achievement of organizational goals. Second semester students will understand the elements of a business plan and its effect on the success of small businesses. This course includes classroom instruction and business simulations.

CBEDS Title: Business Management

CBEDS Number: 4637

Career Development / Workforce Preparation

Course Created:

County Board Approval: _____
(Date)

Course Revised:

California Department of Education Approval: _____
(Date)

Business

Business in Sonoma County crosses several industries such a Professional Services, Financial, Real Estate, and most other industries. Companies must manage resources, make decisions regarding marketing, sales, production, and personnel. All of these activities are the work of business professionals. Therefore, it could be argued that the economic outlook for business reflects the majority of the economy. If this is true, than the outlook for business is positive given our recent economic recovery. This recovery is expected to continue in the near future. More importantly, Sonoma County’s long term economic strength is expected to be healthy (2005 Economic Outlook Building Up Steam: Where Are We Heading, by Christopher Thornberg).

The outlook for professional business services is positive. These jobs account for nearly 11% of Sonoma County’s total employment. Occupations in this industry such as administrative assistants, financial managers, legal secretaries, property and real estate brokers and managers and first line supervisors and managers are comprise a considerable segment of the labor market as medium to large occupations. Many of these occupations are expected to experience fast growth as our economy improves (North Bay Counties Occupational Outlook, 2003-2004).

Business confidence in Sonoma County is stable as we experienced the first year of positive job growth since the 2001 recession. The recovery will be slow, however, as our economy struggles in a highly competitive global market.

Business Management

This course is linked directly to occupations in the following industries:

Manufacturing
Financial Services

Agriculture
Retail

**This course is a part of the following Career Pathways
Pathway**

Recommended Sequence	Courses	
Introductory	Computer Foundations	Computer Foundations
Skill Building	Computer Applications Multi Media & Desktop Publishing	Accounting 1 & 2 Entrepreneurship
Advanced Skill	Business Management	Business Management

Core Academic Standards

This course addresses the following Core Academic Standards

Instructional Unit: Career Preparation:

English Language Arts Standards:

Grade 8: Reading – 1.3: Use the word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Grade 8: Reading – 2.1: Compare and contrast the features and elements of consumer material to gain meaning from documents (e.g., warranties, contracts, product information, instructional materials).

Grade 8: Reading – 2.6: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Grade 8 Writing – 1.3: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Grade 8 Writing – 2.5: Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Grade 8 Language Conventions -- 1.4: *Grammar:* Edit written manuscripts to ensure that correct grammar is used.

Grade 8 Language Conventions -- 1.5: *Punctuation and Capitalization:* Use correct punctuation and capitalization.

Grade 8 Language Conventions -- 1.6: *Spelling:* Use correct spelling conventions.

Grade 8 Listening and Speaking -- 1.2: *Comprehension:* Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Grade 8 Listening and Speaking -- 1.3: *Organization and Delivery of Oral Communication:* Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Grade 9/10 Reading -- 2.1: *Structural Features of Informational Materials:* Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Grade 9/10 Reading-- 2.3: *Comprehension and Analysis of grade-Level-Appropriate Text:* Generate relevant questions about readings on issues that can be researched.

Grade 9/10 Reading – 2.6: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Grade 9/10 Writing – 2.5: Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Grade 9/10 Language Conventions –1.4: *Manuscript Form:* Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Grade 9/10 Listening and Speaking – 1.1: *Comprehension:* Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Grade 9/10 Listening and Speaking – 2.3: Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

Grade 11/12 Reading –2.3: *Comprehension and Analysis of Grade-Level-Appropriate Text:* Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Grade 11/12 Writing – 2.5: Write job applications and resumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Grade 11/12 Language Conventions – 1.2: Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Math Standards:

Grade 7: Number Sense – 1.2: Add, subtract, multiply, and divide rational numbers to whole-number powers.

Grade 7: Number Sense – 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

Grade 7: Number Sense – 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Grade 7: Mathematical Reasoning – 1.1: Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

Grade 7: Mathematical Reasoning – 1.3: Determine when and how to break a problem into simpler parts.

Grade 7: Mathematical Reasoning – 2.1: Use estimation to verify the reasonableness of calculated results.

Grade 7: Mathematical Reasoning – 2.7: Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

Grade 7: Mathematical Reasoning – 2.8: Make precise calculations and check the validity of the results from the context of the problem.

Grade 7: Mathematical Reasoning – 3.1: Evaluate the reasonableness of the solution in the context of the original situation.

Instructional Unit: Business Management

English Language Arts Standards:

Grade 9-10: Reading – 2.3: Generate relevant questions about readings on issues that can be researched.

Grade 9-10: Reading – 2.5: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Grade 9-10: Reading – 2.8: Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Grade 11-12: Reading – 2.1: Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Grade 11-12: Reading – 2.2: Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

Grade 11-12: Reading – 2.3: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Grade 11-12: Reading – 2.4: Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

Grade 11-12: Reading – 2.5: Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

Grade 11-12: Reading – 2.6: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Grade 9-10: Writing – 1.3: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Grade 9-10: Writing – 1.4: Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

Grade 9-10: Writing – 1.5: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

Grade 9-10: Writing – 1.6: Integrate quotations and citations into a written text while maintaining the flow of ideas.

Grade 9-10: Writing – 1.7: Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).

Grade 9-10: Writing – 1.9: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Social Science Standards:

Grade 12: Economics – 12.2: Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

Grade 12: Economics – 12.6: Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

English Language Arts Standards:

Grade 9-10: Listening and Speaking – 1.1: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Grade 9-10: Listening and Speaking – 1.3: Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

Grade 9-10: Listening and Speaking – 1.4: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Grade 9-10: Listening and Speaking – 1.11: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Grade 9-10: Listening and Speaking – 1.12: Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery diction, and syntax.

Grade 9-10: Writing – 2.5: Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.

CAHSEE

Math:

Grade 6: Statistics, Data Analysis, and Probability – 1.1: Compute the range, mean, median, and mode of data sets.

Grade 7: Number Sense – 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

Grade 7: Number Sense – 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

Model Curriculum Standards for Business Management

This course addresses the following Business Education Standards

Business Core:

1.3 Career Preparation, Job Acquisition and Retention (C): Students will understand the career preparation and job acquisition skills required for employment, professional growth, and employment transitions in the field of business occupations. They will demonstrate competency by researching career options, applying job acquisition skills, preparing job search documentation, and modeling appropriate workplace demeanor.

- 1.3.1 Career Exploration—explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan for life long learning
- 1.3.2 Employment Transitions—analyze the effects of job changes, including the impact of unemployment
- 1.3.3 Goal Setting—identify steps for setting goals and write personal goals and objectives
- 1.3.4 Interest Assessment—examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities
- 1.3.5 Job Acquisition—develop job acquisition documents and interview skills
- 1.3.6 Job Retention—identify appropriate work attitudes and behaviors

Business Management:

3.1 Economics (CL): Students will understand the economic principles and concepts of domestic and international economies. They will demonstrate competency by making decisions based on sound economic judgment.

- 3.1.9 Productivity—explain the importance of productivity; discuss how specialization, innovation, investment and technology affect productivity

3.3 Management Principles (CL): Students will understand the theories and principles of managing a business. They will demonstrate competency by analyzing management functions, principles, and processes that contribute to the achievement of organizational goals.

- 3.3.1 Basic Management Functions—define and explain the major management functions: planning, organizing, leading, and controlling
- 3.3.2 Business Organizational Theory—compare and contrast a variety of organizational structures
- 3.3.3 Change Theory—explain how economic and social changes affect business
- 3.3.4 Competition—describe the effects of competition and its impact on business
- 3.3.5 Human Resource Development and Management—describe methods which an organization can use to effectively manage its personnel policies, practices and resources
- 3.3.6 International Relationships—examine the effects of domestic and international business on management practices
- 3.3.8 Policy & Strategy Formulation—describe the planning and problem-solving process and explain its use in formulating strategy and policy

- 3.3.9 Production & Operations Management—explain the process that converts resources, such as labor and raw materials, into finished goods and services
- 3.3.10 Research & Development—discuss the impact of research on business planning and development

Course Outline

Sonoma County Office of Education
Career Development / Workforce Preparation

This course outline is presented in the state approved format - 2004

Business Management

COURSE OUTLINE

1. Course Title: Business Management

2. CBEDS Title: Business Management

3. CBEDS Number: 4637

4. Job Titles:

Bill & Account Collector	Office Clerk
Billing & Posting Clerk and Machine Operator	Order Clerk
Brokerage Clerk	Procurement Clerk
Cashier	Production, Planning and Expediting Clerk
Counter & Rental Clerk	Purchasing Managers, Buyers and Purchasing Agent
Customer Service Representative	Receptionist
Data Entry & Information Processing Worker	Shipping & Receiving Clerk
File Clerk	Stock Clerk
Financial Clerk	Sales Representative
Human Resources Assistant	Sales Service Promoter
Information & Record Clerk	Shift Supervisor
Manager	Supervisor
Office & Administrative Support Worker	Teller

5. Course Description:

This competency-based course trains students in business administration & management. This course will provide students with an understanding of the basic theories and principles by which businesses are organized and managed in modern society. They will demonstrate competency by analyzing management functions, principles, and processes that contribute to the achievement of organizational goals. Second semester students will understand the elements of a business plan and its effect on the success of small businesses. This course includes classroom instruction and business simulations.

Student Outcomes and Objectives:

Students will:

1. Define and explain the major management functions.
2. Compare and contrast a variety of organizational structures.
3. Explain how economic and social changes affect businesses.
4. Describe methods, which an organization can use to effectively manage its personnel policies, practices and resources.
5. Examine the effects of domestic and international business on management practices.
6. Compare and contrast management styles.
7. Describe the planning and problem-solving process.
8. Explain the process that converts resources, such as labor and raw materials into finished goods and services.
9. Discuss the impact of research on business planning and development.
10. Demonstrate competency by preparing, describing and representing a business plan.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Pathway

Recommended Sequence	Courses	
Introductory	Computer Foundations	Computer Foundations
Skill Building	Computer Applications Multi Media & Desktop Publishing	Accounting 1 & 2 Entrepreneurship
Advanced Skill	Business Management	Business Management

6. Hours: *Students receive up to 180 hours of classroom instruction.*

7. Prerequisites: Computer Foundations & Accounting

8. Date (of creation/revision): December 2004

9. Course Outline

COURSE OUTLINE				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standard	CAHSEE
<p>I. CAREER PREPARATION STANDARDS</p> <p>A. Understand how personal skill development (including positive attitude, honesty, self-confidence, work ethic, time management, and other positive traits) affects employability.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Define workplace ethics and explain the importance of ethical standards and confidentiality in the business environment. 3. Discuss importance of the following personal skills in the work environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty d. perseverance e. self-discipline 4. Define personal hygiene and identify acceptable workplace attire. 5. Prioritize tasks and meet deadlines. 6. Discuss the importance of lifelong learning. <p>B. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ol style="list-style-type: none"> 1. Identify and discuss the key concepts of group dynamics. 2. Identify strategies for solving conflict in the workplace. <ol style="list-style-type: none"> a. setting limits that build mutual respect b. using key words and phrases that establish a spirit of cooperation c. building win/win relationships d. avoiding manipulation, stereotyping, harassment, and intimidation e. resolving conflicting job assignments 3. Discuss negotiation and its importance within the business environment. 4. Work cooperatively, share responsibilities, accept supervision, and assume leadership roles. 5. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups. <p>C. Understand the importance of good academic skills, critical thinking and problem-solving skills in the workplace.</p> <ol style="list-style-type: none"> 1. Recognize the importance of good reading, writing, math and computer skills in the work environment and implement a plan for self-improvement as needed. 2. Read, write, and give directions. 3. Exhibit critical and creative thinking skills. 4. Recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate, and select from alternative solutions. 5. Use appropriate reference materials. 	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Business Core; 1.3</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1</p> <p>(9/10) R 2.1, 2.3 W2.5</p> <p>Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I. CAREER PREPARATION STANDARDS (Cont.)</p> <p>D. Understand principles of effective communication.</p> <ol style="list-style-type: none"> 1. Read and implement written instructions, technical manuals, written communication, and reference books. 2. Present a positive image through verbal and nonverbal communication through use of appropriate methods. 3. Demonstrate active listening through oral and written feedback. 4. Demonstrate proper etiquette in workplace communications. 5. Demonstrate writing/editing skills as follows: <ol style="list-style-type: none"> a. Write, proofread, and edit workplace documents. b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling. c. Select and use appropriate forms of technology for communication. 6. Exhibit a proficiency in the use of commonly used reference books. <p>E. Understand occupational safety issues, including avoidance of physical hazards.</p> <ol style="list-style-type: none"> 1. Discuss and implement good safety practices, including: <ol style="list-style-type: none"> a. avoidance and reporting of physical hazards in the work environment b. safe operation of equipment c. proper handling of hazardous materials 2. Apply sound ergonomic principles in organizing one's work space. <p>F. Understand career paths and strategies for obtaining employment.</p> <ol style="list-style-type: none"> 1. Identify career opportunities, projected trends, and required education, training, and experience. 2. Define scope of practice. 3. Explain the role of professional organizations and their benefits. 4. Explain industry certifications and the employment benefits associated with attaining certification. 5. Identify further recommended training. 7. Identify related career pathways and their requirements. 8. Develop job acquisition documents, including the following: <ol style="list-style-type: none"> a. job application b. resume c. appropriate cover and follow-up correspondence d. portfolio 9. Identify and demonstrate effective interviewing techniques. <p>G. Understand and adapt to changing technology.</p> <ol style="list-style-type: none"> 1. Identify and demonstrate use of computer hardware and peripherals. 2. Identify common computer software used in Business. 3. Understand the importance of lifelong learning in adapting to changing technology. 				

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
I. MANAGEMENT FUNCTIONS A. Planning <ol style="list-style-type: none"> 1. Forecasting 2. Strategic Planning 3. Operational Planning B. Organizing C. Leading <ol style="list-style-type: none"> 1. Motivation 2. Maslow's Hierarchy of Needs D. Controlling <ol style="list-style-type: none"> 1. Tools E. Entrepreneurship	25	Business Mgmt.; 3.3.1	ELA 9-10; R; 2.3, 2.5, 2.8	
II. ORGANIZATIONAL STRUCTURE A. Organizational Theory B. Line and Staff Relationships C. Form and Function of Organizational Structures D. Classical Organizational Structures E. Team Management	5	Business Mgmt.; 3.3.2		
III. HUMAN RESOURCE MANAGEMENT A. Classical School B. Behavioral School C. Scientific Management School D. Systems School	10	Business Mgmt.; 3.3.5	ELA 11-12; 2.1 – 2.6	
IV. CHANGE THEORY A. Global Competition B. Global Economy C. Technology D. Diversity E. Historical Legislation F. Growing Legislation G. Expectations & Competencies	5	Business Mgmt.; 3.3.3	ELA 9-10; W; 1.3 – 1.7, 1.9 SS 12; E; 12.2.7	
V. COMPETITION A. Competition in Business & Economy B. Economic Principles of a Market Economy C. Controlling Business Power D. Forms of Business Ownership <ol style="list-style-type: none"> 1. Liability 2. Taxation 3. Pros & cons 4. 	5	Business Mgmt.; 3.3.4	SS 12; E; 12.2.5	

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
VI. HUMAN RESOURCE DEVELOPMENT & MANAGEMENT A. Employee Satisfaction B. Recruitment C. Hiring D. Managing Performance E. Training & Development	10	Business Mgmt.; 3.3.5		
VII. INTERNATIONAL BUSINESS A. International Trade B. Barriers to International Trade C. Competing in a Global Marketplace D. Sexual Harassment E. Working in a Global Economy F. Cultural Bias G. Hoffstedes Dimensions of Culture H. Other Cultural Differences I. Learning from a Global Environment	10	Business Mgmt.; 3.3.6	SS 12; E; 12.6.1 & 12.6.3	
VIII. POLICY & STRATEGY FORMULATION A. Strategy vs. Policy B. SWOT analysis C. Scientific Problem Solving D. Goal vs. Budget E. Schedules, Procedures & Standards	5	Business Mgmt.; 3.3.8		
IX. PRODUCTION & OPERATIONS MANAGEMENT A. Production vs. Manufacturing 1. Types of Manufacturing 2. Improving Manufacturing 3. Quality Manufacturing B. Service Businesses 1. Characteristics of Service 2. Operating Service Businesses C. Labor Resources D. Calculating Productivity	10	Business Mgmt.; 3.1.9; 3.3.9		M 6; SP; 1.1 M 7; NS; 1.2, 1.3

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>X. MARKETING</p> <ul style="list-style-type: none"> A. Importance and Nature of Marketing B. Marketing Functions C. Marketing Concept D. Marketing Strategy E. Marketing Mix F. Marketing Plan G. Product Life Cycle H. Types of Consumer Products I. Successful Marketing Strategies 	20		ELA 9-10; LS; 1.1, 1.3, 1.4, 1.11, 1.12	
<p>XI BUSINESS SIMULATION</p> <ul style="list-style-type: none"> A. Banking & Bookkeeping B. Business Communication C. Payroll D. Accounts Payable & Receivable E. Shipping & Receiving F. Business Credit G. Advertising H. Human Resources 	30		ELA 9-10; W; 2.5	
<p>XII. BUSINESS PLANS</p> <ul style="list-style-type: none"> A. Description of Business B. Setting Goals C. Marketing Plan <ul style="list-style-type: none"> 1. Market Research 2. Target Market D. Management Plan <ul style="list-style-type: none"> 1. Organizational Chart 2. Job Descriptions E. Financial Plan <ul style="list-style-type: none"> 1. Pro forma Cash Flow Statement 2. Pro forma Income Statement 3. Pro-forma Balance Sheet 	15	Business Mgmt.; 3.3.10		

10. Additional recommended/optional items

a. Articulation: None

b. Academic credit: None

c. Instructional strategies:

Methods of Instruction:

a. Lecture

b. Audio Visual Materials

c. Research Readings and Written Presentations

d. Homework Assignments

e. Group & Individual Projects

f. Discussion & Group Dynamics

g. Quizzes, Tests, Performance Evaluations & Final Exam

h. Guest Speakers & Projects

i. Internet Exploration

j. Extended Simulations

d. Instructional materials: None

e. Certificates: None