

**STANDARDS-BASED
LESSON STARTERS
FROM FAST WORKSHOPS**

**Business Education Resource Consortium
2005**

BUSINESS EDUCATION RESOURCE CONSORTIUM

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Business Education Project, California Institute on Human Services, Sonoma State University,
In Cooperation with the High School Initiatives/Career Technical Education Office,
Secondary, Postsecondary, and Adult Leadership Division,
California Department of Education

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This document was developed and published under the auspices of the California Department of Education, and paid for with Carl D. Perkins Vocational and Technical Education Act of 1998 funds. The development of this document was supported in whole or in part by the United States Department of Education and the California Department of Education. However, the opinions expressed herein do not necessarily reflect the position or the policy of the United States Department of Education or the California Department of Education, and no official endorsement by either organization should be inferred.

Content Standards for California Public Schools were adopted by the California State Board of Education for English-Language Arts & Mathematics December 1997; History-Social Science & Science October 1998.

Industry Sector Standards are the Draft 2005 Career Technical Education Standards that are being proposed to the California State Board of Education in the spring of 2005.

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Introduction

The California accountability system in education affects every teacher and every student in the state. The responsibility for teaching core academics does not rely strictly on the core academic teachers.

Beginning in June of 2003, A Focused Approach to Standards and Testing (FAST) workshops were held to demonstrate to Business Educators ways to infuse core academic standards into the business curriculum. These workshops provided teachers with tools needed to develop standards-based lessons that emphasized the English-Language Arts and Mathematics standards that are assessed on the California High School Exit Exam (CAHSEE). Business Educators need to become important to the school's Academic Performance Index (API) & Academic Yearly Progress (AYP) effort by positioning their courses to become indispensable by the following:

Teaching a few key English/Language Arts standards to mastery level.

- ELA items account for 48% of the school's API.
- Writing, vocabulary and non-fiction reading make up 64% of the CAHSEE.

Teaching key 6th- and 7th-grade math standards to mastery level.

- Math items account for 24% of the school's API.
- 6th- and 7th-grade standards make up 85% of the CAHSEE items.

Content knowledge becomes “context” bound when it is taught within a single discipline. Students are more likely to use and retain content if academic standards are taught across the curriculum.

Eighteen (18) standards represent 39% of the 80 math questions on the CAHSEE. If these 18 standards are made an instructional priority and students are held accountable for their mastery in non-core classes, they constitute 70% of a student's successful pass score on the math portion of the CAHSEE.

Thirteen (13) standards represent 49% of the 72 multiple-choice questions on the ELA portion of the CAHSEE and 34% of the total score (70% weight). Adding in the 30% weight for writing tasks, mastery of these 13 standards constitutes 100% of a student's successful pass score on the ELA portion of the CAHSEE.

Many of the Math and English-Language Arts standards are already imbedded in the Business Education curriculum. The projects included in this document are ideas that were inspired by participants in the FAST workshops. They are intended as suggestions for the development of standards-based lessons to be used in Business Education classrooms.

Legend for Content Standards

Parenthetical notation preceding the content standard item refers to the grade level for the standard, e.g., (8) refers to grade 8; (9-10) refers to grades 9 and 10.

Example: (8)W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts

R	Reading
W	Writing
WOC	Written and Oral Conventions
LS	Listening and Speaking

Science

PH	Physics
CH	Chemistry
ES	Earth Science
I&E	Investigation and Experimentation

History-Social Science

WH	World History, Culture and Geography
USH	United States History and Geography
AFD	American Democracy
ECON	Economics

Mathematics:

NS	Number Sense
AF	Algebra and Functions
SDP	Statistics, Data Analysis and Probability
MR	Mathematical Reasoning
MG	Measurement and Geometry
AI	Algebra I
G	Geometry
AII	Algebra II
P&S	Probability and Statistics
APP&S	Advanced Placement Probability and Statistics
C	Calculus

Foundation Standards for Business

Career Planning & Management

Topic: Career Exploration and Goal Setting

- What are the steps involved in exploring careers?
- Why is it important to set goals?
- How can I find out what career I'm suited for?

STUDENT ACTIVITIES

- Complete the *Picture You* worksheet and share in dyads
- Brainstorm as a class skills and qualities that contribute to your success
- Select three things you have accomplished, analyze why it was satisfying and what qualities, characteristics were needed for this accomplishment?
- Prepare a table with headings — Accomplishment, Why it was Satisfying, and What qualities/characteristics were needed; complete the table with your own information
- Complete a career interest survey and use a career search software program
- Research career trends, education and training requirements, and employment opportunities in the area of choice; share information in small groups students of similar interests; prepare a summary and present to class
- Brainstorm questions to ask employers
- Interview an employer in your career interest area; request a job shadow experience
- Participate in a job shadow experience; complete an evaluation and write a Thank You letter
- Participate in a panel presentation by guest speakers
- Complete the *Values in the Workplace* checklist
- Write an essay comparing and contrasting your expectations about your chosen career area and in-

STUDENT ACTIVITIES (continued)

- formation gathered from research and job shadowing
- Complete a Strengths Weaknesses Opportunities Threats (SWOT) analysis of your career goal; share in dyads
- Participate in a lecture on writing goals, objectives and timelines
- Prepare a formatted document to include three career goals, objectives for each goal, and a date to be accomplished

TEACHER ACTIVITIES

- Prepare and distribute a worksheet *Picture You* containing headings, e.g., Special talents, Hobbies, List three things you like about yourself, Three things you do well, Three successes, Three things you'd like to improve
- Facilitate a class brainstorm to equate accomplishments with particular skills and qualities; write skills and qualities on newsprint
- Review formatting tables
- Provide a career interest survey and distribute to class; facilitate interpretation of results
- Facilitate a brainstorming session on questions to ask employers

TEACHER ACTIVITIES (continued)

- Provide resources for job shadow opportunities in the community, and prepare an evaluation for employer and student
- Recruit local employers to participate in a panel discussion on employment trends and qualities and characteristics of employees
- Develop and distribute to students a handout to identify most important personal wants in a job; students rank order these personal wants and determine next steps to achieve them
- Review essay writing and formatting
- Model a completed SWOT analysis
- Lecture on writing goals and objectives, and the importance of timelines
- Model a completed goal-setting document and review formatting

ASSESSMENT

- Accomplishments table
- Summary of research on career interest area; group presentation
- Job Shadow evaluation; student and employer
- Essay comparing and contrasting career area expectations and information from job shadow and research
- Formatted goal setting document

Foundation Standards for Business

Career Planning & Management (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

CAREER PLANNING AND MANAGEMENT

3.0 Students understand how to make effective decisions, utilize career information, and manage personal career plans. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3

FOUNDATION STANDARDS (continued)

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings.

7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.2, 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.2, 9.3, 9.4, 9.5

INDUSTRY ASPECT OR ESLR

Identify career interests and create a plan outlining steps necessary to achieve career goals.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Finance and Business Industry Sector

CAREER PATHWAY: BUSINESS FINANCIAL MANAGEMENT

Topic: Personal Budget

- How do we prepare a personal budget?
- What are the potential problems of using credit?
- How do we plan for a major purchase?
- How can we benefit from using credit wisely?

STUDENT ACTIVITIES

- Complete a short-answer test on credit.
- Collect documents such as credit card applications, bank savings accounts, and investment plan brochures.
- Compare and contrast benefits, finance charges, interest rates, annual fees, and credit limits, using these documents; document using a table or graph and present to class.
- Select two applications, one from a credit lending institution, and one from a savings plan. In small groups present your choices using a persuasive argument on the benefits of each one.
- Prepare a personal budget using cost-of-living expenses in your community, and project the amount of income needed to meet your monthly expenses.
- Choose a major purchase for yourself, and determine the total cost.
- Write a cost-analysis/budget summary explaining how you plan to finance the major purchase; use your projected budget and any credit available.

TEACHER ACTIVITIES

- Lecture on credit, e.g., finance charges, interest rates, annual fee, promotions.
- Prepare and administer a short-answer test on credit.
- Provide information about local resources for banking and investments.
- Facilitate student presentations of credit applications and savings plans.
- Model an acceptable format for a personal budget.
- Model a cost-analysis/budget summary for a major purchase; review formatting.

ASSESSMENT

- Short-answer test on credit.
- Table/graph comparing and contrasting various types of credit.
- Preparation of a personal budget.
- Cost analysis/budget summary for major purchase.

Finance and Business Industry Sector

CAREER PATHWAY: BUSINESS FINANCIAL MANAGEMENT (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business Industry Sector.

- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

- 2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
 2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills,

FOUNDATION STANDARDS (continued)

such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.2, 8.3, 8.4

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Finance and Business Industry Sector. 10.1, 10.4

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. BUSINESS FINANCIAL MANAGEMENT CAREER PATHWAY

C1.0 Students create and use budgets to guide financial decision making. C1.1

C2.0 Students know how to analyze and interpret financial data. C2.5, C2.6

INDUSTRY ASPECT OR ESLR

Describe the importance of responsible personal finance and interpret financial information.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Finance and Business Industry Sector

CAREER PATHWAY: ACCOUNTING SERVICES

Topic: Managing Personal Finances

- What are payroll deductions and how do you calculate them?
- Why do you need a personal financial plan?
- What information do you need to make consumer decisions?

STUDENT ACTIVITIES

- Complete a short-answer test on payroll taxes and employee benefits.
- Read a book of choice from resource list of fictional books on society and taxation.
- Write a one-page summary of the book and post on resource board in class.
- Analyze paycheck stub identifying hours worked, pay rate, gross pay, deductions, and net pay; determine percentage of gross pay deducted for Federal Tax, FICA, State Tax and Medicare.
- Create a computer-generated personal financial statement indicating income, outlay, savings.
- Plan an itinerary, in groups, for a vacation outside the U.S. in 12 months time; choose two countries.
- Brainstorm items to include in a vacation budget.
- Prepare a budget spreadsheet based on American dollars for a vacation in each country; include transportation, hotels, food, and other purchases. Use a current rate of exchange for each country.
- Compare and contrast the two budgets; use graph or chart to document.
- Select, as a group, one of the countries to visit; use consensus decision-making.
- Calculate, individually, the total number of work hours needed to pay for the trip.
- Research, as a group, additional sources of income, e.g., additional job, personal loan, sale of assets.

STUDENT ACTIVITIES (continued)

- Analyze different options and prepare an evidence chart for each one.
- Develop, as a group, a multi-media presentation, summarizing the decision-making process for the vacation, information needed, tools used, outcome, and reasons for the selected country.
- Write an expository essay on the impact of international economies on U.S consumer spending.

TEACHER ACTIVITIES

- Lecture on Federal and State taxes, FICA, and Medicare.
- Short-answer test on payroll taxes and employee benefits.
- Provide a resource list of fictional books with the theme society and taxation.
- Review format for a book summary; provide a resource board to post completed book summaries.
- Provide paycheck stubs for students.
- Model a completed personal financial statement.
- Provide resources such as websites, magazines, travel agencies to access information for planning the vacation.
- Review preparation of a spreadsheet.

TEACHER ACTIVITIES (continued)

- Facilitate brainstorming session on items to include in a vacation budget.
- Lecture on consensus decision-making.
- Model completed evidence chart.
- Facilitate multi-media presentations.
- Review expository essay writing.

ASSESSMENT

- One-page book summary.
- Personal Financial Statement spreadsheet.
- Budget spreadsheets for two vacations.
- Comparison of two countries using graphs, charts.
- Evidence chart of additional sources of income.
- Group multi-media presentation.
- Expository essay on the impact of international economies on consumer spending.

Finance and Business Industry Sector

Career Pathway: Accounting Services (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills,

FOUNDATION STANDARDS (continued)

such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings.

7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Finance and Business Industry Sector. 10.1, 10.4

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

INDUSTRY ASPECT OR ESLR

Identify the reasons for personal financial planning and the components of a financial plan.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

A. ACCOUNTING SERVICES

CAREER PATHWAY

A1.0 Students understand the basic principles and procedures of the accounting cycle. A1.2

A2.0 Students understand and apply accounting principles and concepts. A2.3, A2.5, A2.6

Finance and Business Industry Sector

CAREER PATHWAY: ACCOUNTING SERVICES

Topic: Preparation and Analysis of Financial Statements

- Why do small businesses need financial statements?
- What are the regulations and agencies that affect accounting procedures?
- How do you prepare and analyze a financial statement?

STUDENT ACTIVITIES

- Participate in class presentation on financial reports, and complete short-answer test on steps to develop a financial statement, and financial terms, e.g., assets, liabilities, equity.
- Prepare a simple financial statement, as a class, using manual method.
- Prepare a simple financial statement using accounting software.
- Compare and contrast manual and computer methods of preparing a financial statement; write a one-page opinion essay.
- Participate in a presentation by a Certified Public Accountant.
- Review articles on the role of government in the economy. In a group discuss the philosophy of Adam Smith, assign a recorder and spokesperson.
- Present the opinion of the group on the philosophy of Adam Smith.
- Select a small business to research, work in small groups; contact the company's financial manager, explain your class project, and request end-of-the-year reports for the past two years.
- Analyze and compare the two reports; use horizontal and vertical analysis of data.
- Prepare a written report summarizing the analysis and interpreting the results.

STUDENT ACTIVITIES (continued)

- Develop a presentation to the class of the report using graphs and charts.
- Write a thank you letter to the small business, and enclose the report with a rating sheet.

TEACHER ACTIVITIES

- Lecture on the importance of financial reports in small business management and steps to develop a financial statement.
- Develop and administer a short-answer test on financial reports.
- Model a completed set of financial statements prepared manually; provide financial information for class to process data and generate a simple financial statement.
- Review use of accounting software.
- Invite a Certified Public Accountant to talk to the class about financial plans for operating a business; include information on Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Procedures (GASB), and regulating organizations.
- Provide articles on government and economics, including Adam Smith's free-market economy.

TEACHER ACTIVITIES (continued)

- Review the computations necessary for vertical and horizontal analysis of financial information.
- Model a completed summary report of financial analysis.
- Develop a form to rate student's financial report.

ASSESSMENT

- Short-answer test on steps to develop a financial statement and vocabulary.
- Computer-generated financial statement.
- One-page opinion essay on manual versus computer-generated financial statements.
- Group presentation on the philosophy of Adam Smith.
- Vertical and horizontal analysis of data.
- Report analyzing and interpreting financial analysis.
- Class presentation of financial report.
- Thank you letter.
- Rating of financial report form by small business.

Finance and Business Industry Sector

CAREER PATHWAY: ACCOUNTING SERVICES (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

- 1.0 Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business Industry Sector.
- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
- 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
- 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

- 2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
- 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
- 2.2 English-Language Arts: Specific applications of English /Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
- 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
- 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

- 4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

PROBLEM SOLVING AND CRITICAL THINKING

- 5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

- 7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

- 8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4

LEADERSHIP AND TEAMWORK

- 9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

- 10.0 Students understand the essential knowledge and skills common to all career pathways within the Finance and Business Industry Sector. 10.2, 10.3, 10.4

DEMONSTRATION AND APPLICATION

- 11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

A. ACCOUNTING SERVICES

CAREER PATHWAY

- A1.0 Students understand the basic principles and procedures of the accounting cycle. A1.1, A1.2, A1.4
- A2.0 Students understand and apply accounting principles and concepts. A2.5
- A3.0 Students understand the typical development and structure of various business environments and governing agencies. A3.2

INDUSTRY ASPECT OR ESLR

Identify the components of a financial statement; prepare and analyze financial information.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Finance and Business Industry Sector

CAREER PATHWAY: BUSINESS FINANCIAL MANAGEMENT

Topic: Tax Regulations for Small Businesses

- What forms are used to prepare an individual and corporate income tax return?
- How have income tax rates changed over the last ten years for individuals and corporations?
- How do federal, state and local governments use tax revenue? • How does taxation impact the overall economy?

STUDENT ACTIVITIES

- Complete short-answer test on tax regulations.
- Compare and contrast two individual tax forms and two corporate tax forms; write a summary report.
- Research changes in the tax rate over a period of ten years for a tax rate of your choice — sales, property, FICA, income tax.
- Complete a chart or graph to demonstrate changes in the tax rate of your choice over a ten-year period.
- Analyze the research data to ascertain reasons given by federal, state, and local government for changes in the tax assessment and use of tax revenue.
- Complete evidence chart with change in tax, evidence presented by government agencies for change, and expenditure of tax revenue.
- Prepare a multimedia presentation incorporating results from analysis of research data.

TEACHER ACTIVITIES

- Lecture on basic tax forms for individuals and businesses, and federal, state and local tax regulations.
- Provide a list of resources for obtaining tax forms.
- Develop and administer a short-answer test on tax regulations.
- Model completion of charts and graphs using computer software.
- Review analysis of data and completion of evidence chart.
- Facilitate multimedia presentations.

ASSESSMENT

- Short-answer test on tax regulations.
- Summary report on tax forms.
- Chart or graph demonstrating changes in tax rate.
- Evidence chart.
- Multimedia presentation.

Finance and Business Industry Sector

CAREER PATHWAY: BUSINESS FINANCIAL MANAGEMENT (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

- 1.0 Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business Industry Sector.
- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
- 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
- 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

- 2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
- 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
- 2.2 English-Language Arts: Specific applications of English /Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
- 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
- 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

- 4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

- 5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

- 7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

- 8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4

LEADERSHIP AND TEAMWORK

- 9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

- 10.0 Students understand the essential knowledge and skills common to all career pathways within the Finance and Business Industry Sector. 10.3, 10.4.

DEMONSTRATION AND APPLICATION

- 11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. BUSINESS FINANCIAL MANAGEMENT CAREER PATHWAY

- C3.0 Students understand the impact of federal, state and local regulations on financial management decisions. C3.1

INDUSTRY ASPECT OR ESLR

Identify the tax regulations for state, federal and local governing agencies, and the effect on individuals and businesses.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES

Topic: Ethics

- What is meant by business and technology ethics?
- Why does a business need to have ethical standards?
- How does a business manage ethics?

STUDENT ACTIVITIES

- Research current business and technology issues using various media.
- Compile a portfolio of information on business ethics; collect and store data in your computer, on a daily basis.
- Brainstorm questions for guest speaker.
- Write a thank you letter to guest speaker.
- Select one ethical issue and complete an evidence chart with the issue and the legal and business implications.
- Describe the historical religious influence that impacts our moral, social and political principles.
- Create a business document using appropriate business format, e.g., letter, memo, to explain the business or technology ethics issue; send document to a classmate via electronic mail.
- Respond to your classmate's electronic mail with a possible solution to the problem.
- Develop a multimedia presentation representing data with charts and graphs; choose one issue and, in pairs, describe the business impact and possible solutions.
- Write a one-page editorial on the topic, "Is the Law for Everyone?" Use appropriate format, and post on bulletin board in classroom.
- Review students' editorials and discuss as a class.

TEACHER ACTIVITIES

- Provide a resource list for research on current ethical issues in business, e.g., search engines, websites, periodicals, news programs, television, movies.
- Recruit a guest speaker to lecture on the legal aspects of ethics in business and technology; facilitate class discussion.
- Model an evidence chart.
- Lecture on technology ethics with examples of violations current and historic.
- Review format of business documents.
- Facilitate presentations of ethical issue and possible solutions.
- Provide a bulletin board for editorials.
- Facilitate class discussion of topic, "Is the Law for Everyone?"

ASSESSMENT

- Portfolio of information on business and technology ethics.
- Thank you letter.
- Evidence chart of issue and legal and business implications.
- Business document, e.g., letter, memo.
- Multimedia presentation on the business impact of an ethical issue and a possible solution.
- One-page editorial on the topic, "Is the Law for Everyone?"

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Information Technology Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills,

FOUNDATION STANDARDS (continued)

such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings.

7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.2, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all pathways within the Information Technology Industry Sector.

10.1, 10.2, 10.3, 10.4, 10.8

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

A. INFORMATION SUPPORT AND SERVICES CAREER PATHWAY

A5.0 Students understand the dynamics of system management and control. A5.1

INDUSTRY ASPECT OR ESLR

Identify ethical business behavior and explain why ethics are necessary in business and technology.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES

Topic: Computer as a Business Tool

- What is a computer? • Why is a computer an important tool?
- What are the different parts of the computer and what to they do?
- How do I select a computer to meet my needs and budget?

STUDENT ACTIVITIES

- Participate in teams to answer questions on the development of computer technology.
- Complete a short-answer test on operating systems and hardware.
- Interview family and friends to research computer use; analyze data and prepare a chart/graph, present to class.
- Participate in lecture on the impact of computers on the economy of the world; brainstorm uses of the computer both personal and business.
- Choose one function of the computer, e.g., part of the hardware, software application, Internet access, and write an instruction sheet for the function.
- Brainstorm computer needs and price limitations.
- Research specifications for three computers using a variety of media including the Internet.
- Complete an evidence chart with information from your research.
- Compare and contrast specifications, and select a suitable computer that meets your criteria.
- Prepare a promotional leaflet for the computer of your choice explaining why it is best for your needs; present to class.

TEACHER ACTIVITIES

- Lecture on the development of computer technology.
- Develop and administer short-answer test on operating systems and hardware.
- Model analysis of interview data using a graph/chart.
- Lecture on the impact of the computer on the economy of the world; facilitate a brainstorming session.
- Model completion of an instruction sheet and formatting.
- Provide media list including web addresses for information on computer specifications.
- Model completion of evidence chart.
- Model use of the Internet and accessing websites.
- Evaluate class presentations.

ASSESSMENT

- Short-answer test on operating systems and hardware.
- Analysis of interview data presented as a chart/graph.
- Instruction sheet on one function of the computer.
- Documentation of research data on computer specifications.
- Evidence chart with computer specifications.
- Promotional leaflet.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Information Technology Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings.

7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.2, 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all pathways within the Information Technology Industry Sector. 10.1, 10.6, 10.7, 10.8

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

A. INFORMATION SUPPORT AND SERVICES CAREER PATHWAY

A1.0 Students understand the potential impact of information systems in different organizations.

A7.0 Students understand software applications and life-cycle phases. A7.1, A7.2, A7.3, A7.5

A8.0 Students understand the importance of reading, writing, and comprehension of documentation within a technical environment. A8.1, A8.2

INDUSTRY ASPECT OR ESLR

Identify the components of a computer and demonstrate its use as a tool for business and personal use.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES

Topic: Technology and Small Business Management

- Why should small business owners invest in technology?
- How do small businesses become more productive with the help of technology?
- What is the relationship between cost of new technology and profitability of a small business?

STUDENT ACTIVITIES

- Class discussion on development of technology.
- Short-answer test on important developments in technology
- Select a small business owner to interview in your community; ask questions about how they use technology, and its effect on productivity and profitability.
- In small groups, choose one function of a small business operation, e.g., information storage and retrieval, accounting, payroll, marketing, purchasing, shipping; compare and contrast the operation of a particular function, before technology and after technology. Complete evidence chart with information such as effectiveness of operation, time spent on function, personnel requirements.
- Prepare a brochure marketing the type of technology, e.g., computer and type of business software, cellular telephone, Internet, electronic mail, used in the business function you analyzed.
- Write a thank you letter to the small business owner.
- Write a one-page summary of the interview with small business owner.
- Research the question, “Does technology increase the profitability of small business?” Use a variety of media, e.g., Internet, business magazines, newspapers.
- Write an expository essay on the role of technology in small business.

TEACHER ACTIVITIES

- Lecture on the development of technology since 1945; facilitate class discussion.
- Develop and administer short-answer test on important technological developments.
- Facilitate selection of small business owner to interview; brainstorm questions to ask.
- Model completed evidence chart with information comparing business functions with and without technology.
- Review preparation of a brochure; provide examples.
- Review formatting for letters and summaries.
- Provide a resource list for research question.
- Review expository essay writing.

ASSESSMENT

- Short-answer test on development of technology.
- Evidence chart comparing and contrasting a business function with or without use of technology.
- Marketing brochure for technology of choice.
- Thank you letter.
- One-page summary.
- Expository essay on the role of technology in small business.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Information Technology Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT

6.0 Students understand health and safety practices, policies, procedures, and regulations, including equipment and hazardous materials handling. 6.1, 6.2, 6.3

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstra-

FOUNDATION STANDARDS (continued)

tion of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.2, 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all pathways within the Information Technology Industry Sector. 10.1, 10.2, 10.3, 10.4

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

A. INFORMATION SUPPORT AND SERVICES CAREER PATHWAY

A1.0 Students understand the potential impact of information systems in different organizations. A1.1, A1.2, A1.3

A2.0 Students understand the processes of systems implementation. A2.1, A2.2.

A3.0 Students understand key aspects of project management. A3.2, A3.3

A4.0 Students understand the process necessary to accomplish a task by using effective resource management. A4.1, A4.2

A7.0 Students understand software applications and life-cycle phases. A7.1, A7.2, A7.3, A7.5

A8.0 Students understand the importance of reading, writing, and comprehension of documentation within a technical environment. A8.1, A8.2, A8.3

INDUSTRY ASPECT OR ESLR

Identify the benefits of technology to small business and explain the cost/profit relationship.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES

Topic: Management Information Systems

- How can information system solutions be developed so as to solve business problems and/or create business opportunities?
- What are the challenges for managers created by information systems?

STUDENT ACTIVITIES

- Participate in lecture and brainstorm the systems life cycle.
- Complete short-answer test on information systems development.
- Participate in a lecture by a guest speaker on the challenges and resources needed to implement a management information system.
- Using information from a case study of an organization, in small groups, develop an information system to meet the needs of the organization; outline each development step, a strategy, resources, and a policy and procedure to ensure the security and management of the system.
- Prepare a professional report for the Chief Operations Officer (COO) of your organization with charts and graphs; include systems analysis, training of personnel, implementation and quality assurance.
- Present the report as a multimedia presentation to class.

TEACHER ACTIVITIES

- Facilitate brainstorming session on the impact of information systems.
- Present information on the five steps of information systems development.
- Invite a guest speaker from the school district or local business to discuss the implementation of a management information system.
- Provide each small group of students with a case study of an organization, including present resources and future needs.
- Model completion of a professional report, including systems flow charts to evaluate various hardware and software criteria, graphs, data analysis etc.

ASSESSMENT

- Short-answer test on information systems development.
- Systems Flow Chart.
- Professional report of the implementation process.
- Multimedia group presentation.

Information Technology Industry Sector

CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Information Technology Industry Sector.

1.1 Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2 Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3 History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English-Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4, 4.5

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT
6.0 Students understand health and safety practices, policies, procedures, and regulations, including equipment and hazardous materials handling. 6.1, 6.2, 6.3

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the

FOUNDATION STANDARDS (continued)

demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all pathways within the Information Technology Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, 10.8

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply concepts contained in the foundation and career pathway standards.

A. INFORMATION SUPPORT AND SERVICES CAREER PATHWAY

A1.0 Students understand the potential impact of informational systems within different organizations. A1.1, A1.2, A1.3

A2.0 Students understand the processes of systems implementation. A2.1, 2.2

A3.0 Students understand key aspects of project management. A3.2, A3.3

A4.0 Students understand the process necessary to accomplish a task by using effective resource management. A4.1, A4.2

A5.0 Students understand the dynamics of systems management and control. A5.1, A5.2

A6.0 Students understand how training and support ensure efficient, productive systems operation. A6.1, A6.2, A6.3

A7.0 Students understand software applications and life-cycle phases. A7.1, A7.2, A7.3, A7.4, A7.5

A8.0 Students understand the importance of reading,

A. INFORMATION SUPPORT (continued)

writing, and comprehension of documentation within a technical environment. A8.1, A8.2, A8.3

A9.0 Students understand and implement quality assurance processes. A9.1, A9.2

A10.0 Students understand and implement database management systems. A10.1, A10.2, A10.3, A10.4, A10.5

INDUSTRY ASPECT OR ESLR

Analyze the impact of a business system on a organization's resources and productivity.

SCANS

COMPETENCIES

1. *Resources* — allocating time, money, materials, space, and staff.
2. *Interpersonal skills* — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. *Information* — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. *Systems* — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. *Basic Skills* — reading, writing, arithmetic and mathematics, speaking and listening.
2. *Thinking Skills* — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. *Personal Qualities* — individual responsibility, self-esteem, sociability, self-management, and integrity.

Information Technology Industry Sector

CAREER PATHWAY: MEDIA SUPPORT AND SERVICES

Topic: Application of Multimedia Support Services

- What impact does the technological revolution have on media services?
- How does small business benefit from media services and support?
- How do you create a strategy and use appropriate media to meet small business needs?

STUDENT ACTIVITIES

- Read articles and books on media and society.
- Write a one-page essay on the meaning of “The medium is the message,” or ” The global village” – Marshall McLuhan.
- Format essay as a newspaper article using an appropriate software program; post completed article on bulletin board.
- Read and discuss the class’ articles.
- Participate in a guest speaker’s presentation on advertising and publishing for small businesses.
- Identify and implement the various components of desktop-publishing software; complete sample projects and short-answer tests.
- Select an organization and provide media services and support; organizations such as small business, not-for-profit organization, school club, classroom teachers.
- Brainstorm questions to ask organization such as needs, target audience, budget.
- Interview a representative of the organization and determine the type of media service needed.
- Design a layout and budget for services, e.g., brochure, newsletter, workplace document, video; e-mail the organization and attach layout and budget as files.
- Develop the project using the appropriate media-based resources and present to the client; provide

STUDENT ACTIVITIES (continued)

- a rating sheet for client satisfaction.
- Display copy of project in classroom.
- Create a multimedia instructional presentation in teams; develop step-by-step instructions for one of the media-based resources, and teach the class.

ASSESSMENT

- Newspaper article on the topics, “The medium is the message” or “The global village.”
- Desktop publishing short-answer test and sample projects.
- Preliminary layout of project.
- Completed project, e.g., brochure, newsletter, workplace document, video.
- Client-satisfaction rating form.
- Multimedia instructional presentation on one media-based resource.

TEACHER ACTIVITIES

- Lecture on the impact of technological revolution on media.
- Provide a list of books and articles on media and society; include Marshall McLuhan’s works.
- Model a completed newspaper article and review software applications.
- Recruit a guest speaker from an advertising/publishing company.
- Develop and administer a short-answer test on types of media and computer software used in professional advertising and publishing.
- Review desktop-publishing software; develop and administer short-answer tests and sample projects.
- Provide a resource list of organizations to contact for media services.
- Review questions to ask business/organization.
- Facilitate development of projects.
- Develop client-rating sheet.
- Facilitate class presentation.

Information Technology Industry Sector

CAREER PATHWAY: MEDIA SUPPORT AND SERVICES (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

- 1.0 Students understand the academic content required for entry into postsecondary education and employment within the Information Technology Industry Sector.
- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
- 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
- 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

- 2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
- 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
- 2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
- 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
- 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

- 4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments.
- 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

- 5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving.
- 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

- 7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

- 8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

- 9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

- 10.0 Students understand the essential knowledge and skills common to all pathways within the Information Technology Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8

DEMONSTRATION AND APPLICATION

- 11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. MEDIA SUPPORT & SERVICES PATHWAY

- B1.0 Students understand the effective use of tools for media production, development, and project management. B1.1, B1.2, B1.4, B1.6, B1.7,
- B2.0 Students understand the effective use of communication software to access and transmit information. B2.1, B2.3
- B3.0 Students understand the use of different types of peripherals and hardware needed to achieve maximum productivity for various projects. B3.3, B3.4
- B4.0 Students have technical and interpersonal skills and knowledge to support the user. B4.3, B4.4

INDUSTRY ASPECT OR ESLR

Identify the various media-based information resources and apply appropriately to meet customer's needs.

SCANS

COMPETENCIES

- Resources** — allocating time, money, materials, space, and staff.
- Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
- Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

- Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
- Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
- Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP

Topic: Ethics

- Why is it important to have confidentiality, loyalty, integrity, and honesty in the business environment?
- In what ways do you communicate “ethics” in the business environment?

STUDENT ACTIVITIES

- Brainstorm behaviors that indicate ethical behavior in a business setting.
- Short-answer test on the importance of ethics.
- Create a poster to motivate employees to behave ethically; share with class.
- Research a current ethical issue in business using a variety of media; keep a scrapbook of information.
- Read the short story *A Piece of String* by Guy de Maupassant; discuss as a class how a person’s reputation can be destroyed by innuendo and gossip.
- Role-play, in small groups, scenarios that demonstrate an ethical dilemma and a human resource management solution; students take turns to observe and record the outcomes.
- Present as a small group to the class; summarize the lessons learned from the role-play.
- Write an expository essay on the ethical trait/quality you consider the most important in a business environment; use the information from your scrapbook and the information from class.

TEACHER ACTIVITIES

- Facilitate brainstorming session on ethical behavior in the workplace.
- Develop and administer a short-answer test on ethics.
- Lecture on the importance and implications of ethical standards and social responsibility in the business environment, and the role of human resources management.
- Provide a list of newspapers, books, periodicals, websites, on the topic of workplace ethics.
- Develop scenarios that demonstrate ethical dilemmas in a work-place setting and an observation sheet for the recorder.
- Model completion of expository essay and review formatting.
- Provide a rubric for expository essay.

ASSESSMENT

- Short-answer test on ethics.
- Poster.
- Scrapbook of information on a current ethical issue in business.
- Expository essay.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

- 1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales and Service Industry Sector.
- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
- 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
- 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

- 2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
- 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
- 2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
- 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
- 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

- 4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments.
- 4.2, 4.3

PROBLEM SOLVING AND CRITICAL THINKING

- 5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3

FOUNDATION STANDARDS (continued)

HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT

- 6.0 Students understand health and safety practices, policies, procedures, and regulations, including equipment and hazardous materials handling. 6.1, 6.2, 6.3

RESPONSIBILITY AND FLEXIBILITY

- 7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings.
- 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

- 8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

- 9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

- 10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector.
- 10.4, 10.5

DEMONSTRATION AND APPLICATION

- 11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. ENTREPRENEURSHIP CAREER PATHWAY

- B1.0 Students understand the basic aspects of entrepreneurship. B1.1, B1.4, B1.7

INDUSTRY ASPECT OR ESLR

Identify the ethics of business and the necessity of ethical behavior in a business environment.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP

Topic: Safe Working Conditions

- What is meant by a safe working environment?
- What laws govern the operation of businesses and industry?
- How are business and industry in the U.S. different from other countries?

STUDENT ACTIVITIES

- Read *The Jungle* by Upton Sinclair; write a one-page summary.
- Access a variety of media daily; compile information on the ethics of business practices and develop a portfolio.
- Brainstorm components of a safe working environment; review a variety of safety manuals from business and industry.
- Short-answer test on Business Technology Safety Booklet.
- Complete an evidence chart with business practices, e.g., treatment of workers, product safety, environmental impact, and evidence presented in *The Jungle*.
- Select an industry in the U.S., in groups, research and analyze the history up to present day; identify business practices, legal problems, employee issues, e.g., labor disputes, strikes, discrimination, environmental issues, outsourcing, overseas competition.
- Prepare a multimedia presentation of the industry, history and problems; present data as graphs or charts.
- Prepare questions and participate in the presentation of guest speaker.
- Participate in groups of three in role-play to practice conflict resolution skills; rotate observer role, complete observer sheet.
- Brainstorm skills needed to successfully negotiate and resolve conflicts.
- Select one of the issues faced by business and industry; form a fictional company with five other students, assign roles to each member, e.g., Owner/

STUDENT ACTIVITIES (continued)

- CEO, Manager, Supervisor, Employee, Safety Officer.
- Assign responsibilities to each team member and research laws involved in issue; resolve the issue as a team.
 - Develop an informational/promotional brochure for the fictional company, describing the changes and reasons for changes.
 - Present brochure to class; as a team discuss the issue addressed, and the process of conflict resolution, use visual aids, e.g., poster, easel paper, PowerPoint.
 - Compare and contrast an ethical issue addressed by U.S. business and a business outside of the U.S.; complete an evidence chart.
 - Write an expository essay explaining the consequences to U.S. business of our laws.

TEACHER ACTIVITIES

- Lecture on Ethics in Business and Industry historically and present day; facilitate brainstorming components of a safe working environment.
- Present Business Technology Safety Handbook as one example of workplace safety documents; provide other examples from different industries.
- Develop and administer a short-answer test on Business Technology Safety Booklet.
- Provide a resource list to access information on current business ethics.

TEACHER ACTIVITIES (continued)

- Review completion of evidence chart.
- Model an outline of completed industry analysis.
- Recruit a guest speaker on OSHA and Labor Law; facilitate class discussion.
- Lecture on conflict resolution; develop scenarios for role play and an observer sheet
- Facilitate brainstorming session on conflict-resolution skills.
- Review formatting and content of an informational/promotional brochure.
- Facilitate presentations.
- Review expository essay writing.

ASSESSMENT

- One-page summary of *The Jungle* by Upton Sinclair.
- Portfolio of information about the ethics of business.
- Short-answer test on Business Technology Handbook.
- Evidence chart with business practices presented in *The Jungle*.
- Multimedia presentation of selected industry.
- Brochure describing and promoting changes in fictional company.
- Evidence chart with differences in ethical standards between business in U.S. and other countries.
- Expository essay on the consequences to U.S. business of our laws.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT

6.0 Students understand health and safety practices, policies, procedures, and regulations, including equipment and hazardous materials handling. 6.1, 6.2, 6.3

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.2, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. ENTREPRENEURSHIP

CAREER PATHWAY

B1.0 Students understand basic aspects of entrepreneurship. B1.2, B1.4, B1.7

B3.0 Students understand how to use technology in a small business to gain a competitive advantage. B3.1

B5.0 Students understand key economic concepts that affect small business ownership. B5.3, B5.4, B5.5, B5.6

INDUSTRY ASPECT OR ESLR

Identify components of a safe work environment and explain how U.S. laws affect business operations.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP

Topic: Personnel Policies

- Why does a business need personnel policies?
- What is the relationship between personnel policies and the development of human resources?
- How does human resource development affect productivity of a business?

STUDENT ACTIVITIES

- Brainstorm personnel policies that are essential to a productive business.
- Short-answer test on the history of human resource development.
- Analyze attendance data of the class for past months, documenting absences and tardiness.
- Compare and contrast percentage differences of class data with data for entire school.
- Graph the results of the class and school percentage difference for unexcused absences using computer software.
- Calculate the loss of income to the school from unexcused absences using state Average Daily Attendance (ADA).
- Write a report from the perspective of a personnel manager stating the impact of unexcused absences and suggest changes in policies and procedures.
- Present report to class.
- Prepare motivational materials, using medium of choice, to encourage attendance and on-time performance, and present to class.
- Interview small business owners to gather information on the personnel policies.
- Write a thank you letter to businesses.
- Compare and contrast business and industry attendance policies with school attendance policies.
- Write an expository essay of your choice on any aspect of the management of human resources.

TEACHER ACTIVITIES

- Lecture on history of human resource development and the methods an organization can use to effectively manage human resources.
- Provide school attendance data.
- Model completion of a graph comparing class and school absences.
- Provide information on State Average Daily Attendance.
- Model completion of a report and review report format.
- Facilitate a class discussion on class reports and proposed policies and procedures.
- Model completion of an evidence chart.
- Review expository essay writing.

ASSESSMENT

- Short-answer test on the history of human resource development.
- Spreadsheet and graph of percentage differences between class and school data.
- Report outlining impact of unexcused absences and possible solutions.
- Class presentation.
- Motivational materials to encourage attendance and on-time performance.
- Thank you letter to businesses.
- Expository essay on an aspect of the management of human resources.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills,

FOUNDATION STANDARDS (continued)

such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.3, 9.5

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. ENTREPRENEURSHIP

CAREER PATHWAY

B1.0 Students understand the basic aspects of entrepreneurship. B1.7

B3.0 Students understand how to use technology in a small business to gain a competitive advantage. B3.1

INDUSTRY ASPECT OR ESLR

Identify human resource factors that can affect the productivity of a business, and describe ways to ensure a productive workforce.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP

Topic: Profitability and Management of Human Resources

- What factors affect employee work performance?
- How does strategic planning help a small business owner?
- How does market research benefit a business and its employees?

STUDENT ACTIVITIES

- Select two readings from the resource list and identify employee motivators; in pairs, prepare a class presentation illustrating the motivators, e.g., panel discussion, parody, poster, brochure, PowerPoint.
- Prepare questions on management of human resources for guest speaker.
- Create a fictional company that is experiencing loss of revenue due to downward trend in sales; participate as a group.
- Each group conduct market research and analyze data.
- Using data, develop a marketing plan for fictional company using computer software.
- Prepare a training session for sales staff to present plan, and to explain how the strategy will achieve an increase in revenue and benefits to staff.
- Include a training manual and multimedia presentation; class members are in the role of employees and they give feedback on proposed plan.

TEACHER ACTIVITIES

- Provide a resource list of current articles on management of human resources.
- Invite a human resource specialist to speak to class; facilitate discussion.
- Provide resources to assist students in forming a fictional company, e.g., income statements, payroll, assets and liabilities, equity.
- Review software options and formatting technical documents.
- Model completion of marketing plan.
- Brainstorm contents of an employee training session.
- Provide examples of training manuals and review formatting technical documents.
- Facilitate class presentations.

ASSESSMENT

- Class presentation of employee motivators.
- Questions for guest speaker.
- Market research and analysis.
- Marketing plan.
- Training manual.
- Training session and manual.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstra-

FOUNDATION STANDARDS (continued)

tion of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.5, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. ENTREPRENEURSHIP

CAREER PATHWAY

B1.0 Students understand basic aspects of entrepreneurship.

B1.3, B1.7

B2.0 Students understand the elements of a business plan.

B2.2, B2.3

B4.0 Students understand the effective marketing of small businesses. B4.1, B4.2, B4.4

B5.0 Students understand key economic concepts that affect small business ownership. B5.4, B5.6

INDUSTRY ASPECT OR ESLR

Identify factors that contribute to a successful business plan and explain the use of financial statements in decision-making.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP

Topic: Small Business Start-Up

- What qualities and skills are common to successful business leaders?
- Why is a business plan necessary in developing a small business?
- How does research and planning contribute to the future success of a small business?

STUDENT ACTIVITIES

- Research the personal qualities of leaders/entrepreneurs from the reading list; complete an evidence chart with leadership trait and evidence how it is demonstrated.
- Complete the leadership-style instrument.
- Participate in a class discussion on difference between leaders and managers.
- Select a fictional business to develop, as a small group; identify the groups' interests and capabilities and choose a product/service accordingly.
- Select a similar small business in the community, in small groups; interview the businessperson using a questionnaire.
- Discuss, as a class, the similarities and differences in responses to the questionnaire; individually, write a one-page summary describing characteristics of entrepreneurs.
- Participate, as a class, in guest speaker's presentation on starting a business and legal issues, e.g., ownership structure and partnership agreements, business/domain names, government regulations.
- Complete a short-answer test on business law.
- Develop a business plan template formatted as a professional document for your fictional business; work as a team.
- Assign members of the team/business to develop one component of the business plan, e.g., Mission and Objectives, Product/Services, Marketing Plan,

STUDENT ACTIVITIES (continued)

- Financial Plan, Risk Management; use a variety of resources such as Internet, books, trade journals.
- Write an executive summary, individually, for the business plan, incorporating information from each component.
 - Complete the business plan formatted as a professional document; include graphs and charts.
 - Write an expository essay on why your small business is going to succeed.

TEACHER ACTIVITIES

- Provide a list of books and articles on business leaders/entrepreneurs.
- Lecture on entrepreneurial traits and differences between leaders and managers.
- Complete the leadership-style instrument.
- Provide a list of entrepreneurial business owners in the community for students to interview.
- Prepare and distribute a list of questions for the interview, e.g., what attitude/practice contributes most to success? How did you choose the business? What was the most difficult part of start-up? How did you finance your business? What is the best part about being an entrepreneur?
- Provide an instrument to assess leadership style, e.g., Myers Briggs, Kirsey-Bates; administer the test.

TEACHER ACTIVITIES (continued)

- Invite a specialist in business law to be a guest speaker.
- Develop and administer a short-answer test on aspects of business law.
- Lecture on parts of a business plan; provide samples of business plans to students and model a completed plan.
- Provide a list of resources for the development of components of the business plan.
- Recruit business owners and bankers from the community to review business plans; invite them to give feedback to class in a panel discussion.
- Review expository essay writing.

ASSESSMENT

- Evidence chart with leadership trait and evidence of how it is demonstrated.
- One-page summary describing characteristics of entrepreneurs.
- Short answer-test on business law.
- Component of the business plan, e.g., Mission and Objectives, Product/Services, Marketing Plan, Financial Plan, Risk Management.
- Executive summary for the business plan.
- Expository essay on why your small business is going to succeed.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: ENTREPRENEURSHIP (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. ENTREPRENEURSHIP CAREER PATHWAY

B1.0 Students understand basic aspects of entrepreneurship.

B1.1, B1.2, B1.3, B1.4, B1.5, B1.6, B1.7

B2.0 Students understand the elements and purpose of a business plan. B2.1, B2.2, B2.3, B2.4, B2.5

INDUSTRY ASPECT OR ESLR

Explain the process of starting a small business and identify the necessary steps to ensure success.

SCANS

COMPETENCIES

1. Resources — allocating time, money, materials, space, and staff.

2. Interpersonal skills — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. Systems — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. Basic Skills — reading, writing, arithmetic and mathematics, speaking and listening.

2. Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE

Topic: Effective Business Practices in a Global Economy

- What does a Global Economy mean?
- How does international trade affect you?
- What factors are essential to effective international communications? • What is the impact of technology on international communications?

STUDENT ACTIVITIES

- Research writings from a variety of media sources to answer short-answer questions.
- Compile a portfolio of information on international business issues. On a daily basis, read newspaper and magazine articles, listen to and watch news items on radio and television, access news from the Internet.
- Survey a local store and list imported items and the country of origin; record imports on world map.
- Develop a profile of a trading country of your choice; include a description of language, culture, literacy rate, political system, technology, economy, per capita income, and natural resources.
- Create a multi-media presentation in a small group; focus on factors that contribute to effective business practices, in the country of your choice, and the environmental factors that have a negative impact.
- Participate in a cross-cultural awareness activity.
- Write an informational letter to a business or organization in the country of your choice, and request a response.
- Compare and contrast the letter from an international business; document differences in format, style, and tone.
- Translate your informational letter into Spanish using an online translator website; check for accuracy using a Spanish-speaking person.

STUDENT ACTIVITIES (continued)

- Write an expository essay on the impact of international business on the trading country of your choice; include information from your portfolio, multi-media presentation, and communication with businesses.

TEACHER ACTIVITIES

- Lecture on international business, global economy, and the digital divide; develop and administer short-answer test.
- Provide a resource list of magazines and newspapers on international business and the global economy.
- Monitor entries in the student's portfolio on a weekly basis.
- Invite a local businessperson involved in international trade to talk about the challenges of international business communications.
- Provide a world map and flag markers to identify imports from that country.
- Facilitate a discussion on survey findings using the distribution data from the map.
- Provide a list of search engines/websites to access information on trading countries.
- Model completion of a trading country's profile.

TEACHER ACTIVITIES (continued)

- Facilitate multi-media presentation.
- Lecture on cross-cultural communications.
- Develop and facilitate an activity to illustrate differences in cultural communications.
- Brainstorm resources for locating an international business, and content of letter.
- Facilitate a class discussion on the accuracy and uses of translation services.
- Review expository essay writing.

ASSESSMENT

- Short-answer questions.
- Portfolio of information on international business issues.
- Multi-media presentation on effective business practices and negative factors in an international business.
- Informational letter to international business.
- Translation to Spanish of informational letter.
- Expository essay on impact of international business on the trading country of choice.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative

FOUNDATION STANDARDS (continued)

solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.3

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. INTERNATIONAL TRADE CAREER PATHWAY

C1.0 Students understand the fundamental concepts of international business. C1.1, C1.2

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade. C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7

C3.0 Students understand the role of information technology in modern global trade.

INDUSTRY ASPECT OR ESLR

Identify factors that impact international business activities, and explain how to be more effective in business transactions.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE

Topic: Factors That Affect International Trade

- What effect does the currency and exchange rate have on business transactions?
- Why is it important to research a potential trading partner's culture, laws, and economic system?
- How do I find out information about a country's economic stability?

STUDENT ACTIVITIES

- Complete a short-answer test on economic systems.
- Create a fictional small-business partnership with several classmates.
- Participate in a presentation by guest speaker.
- Invest a fictitious \$50,000 and choose a percentage of stocks from foreign countries; visit a brokerage firm; use computer resources and print media for investment information.
- Maintain a daily log of stock activity, each student; record foreign stock in country's currency and in U.S. dollars using daily-exchange rate.
- Calculate the value of each stock at the end of a specified period; represent the gains and losses as a graph.
- Analyze the fluctuations in the market over the specified period of time and complete an evidence report.
- Choose an international trading partner for your fictional small business; each member of the group select an aspect of the country to research, e.g., culture, economic system, trade agreements and regulations, business ethics, stability.
- Write a detailed report on the aspect of the country you researched and present to business partners/ small group.
- Compile individual reports and, as a group, prepare a professionally formatted report; include an analysis of data collected and a recommendation to trade with this country.

STUDENT ACTIVITIES (continued)

- Prepare a multimedia presentation to class based on your group report.
- Write an expository essay on factors affecting international trade.

TEACHER ACTIVITIES

- Lecture on historical origins of economic systems and the different economic systems in the 21st century.
- Invite guest speaker to talk about foreign investments.
- Provide resources for investment information.
- Model a stock activity log and review calculations for currency conversions.
- Review completion of a graph using computer software.
- Model a completed evidence report.
- Review content and format of a research report; model a completed report.
- Lecture on aspects of a country that impacts international trade.
- Model completed analysis and recommendation report; review formatting.
- Facilitate multimedia presentations.
- Review expository essay writing.

ASSESSMENT

- Short-answer test on economic systems.
- Daily log of stock transactions.
- Graph of stock activity over a specified period of time.
- Evidence report of the market fluctuations over specified period of time.
- Research report of an aspect of the country proposed as a trading partner.
- Analysis and recommendation report from group.
- Multimedia group presentation.
- Expository essay on factors affecting international trade.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use various contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills,

FOUNDATION STANDARDS (continued)

such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.5

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. INTERNATIONAL TRADE CAREER PATHWAY

C1.0 Students understand the fundamental concepts of international business.

C1.1, C1.2, C1.3, C1.4, C1.5, C1.6

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade.

C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7

C3.0 Students understand the role of information technology in modern global trade.

INDUSTRY ASPECT OR ESLR

Identify the factors that influence a country's economic system and explain why this information is important to a trading partner.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE

Topic: Global Economy

- What do economists mean by the term globalization, and is it a new phenomenon?
- What is the effect of United States companies manufacturing products abroad?
- What are the costs and benefits of a global economy?
- How does the global economy today affect consumers?
- What regulations govern international trade?

STUDENT ACTIVITIES

- Complete short-answer test on history of globalization.
- Compile a portfolio of information on international business issues. On a daily basis, read newspaper and magazine articles, listen to and watch news items on radio and television, access news from the Internet.
- Complete a genealogy survey of your family documenting migration patterns and reasons for migration; indicate your family's country of origin on world map with a flag.
- Brainstorm reasons for migration, e.g., political, job opportunities, religious, family.
- Choose a store in your community and, in pairs, survey a variety of consumer goods; list product, country manufactured.
- Locate country on the world map where products are manufactured, and indicate with a flag.
- Read articles on North American Free Trade Agreement (NAFTA); compare and contrast opinions using evidence chart.
- Prepare questions for guest speaker on the impact of globalization.
- Write thank you letter to guest speaker.
- Choose one controversial topic from the list to research in a group; take a position on the topic, and present to class using a format of choice, e.g., panel discussion, role-play, video.

STUDENT ACTIVITIES (continued)

- Choose a country that trades with the United States; describe the country's economic, political, social conditions, and products exported and imported.
- Write an expository essay on the advantages and disadvantages of global trade for the country you select; include information from your portfolio, charts and graphs.

TEACHER ACTIVITIES

- Lecture on globalization in historical perspective: commodity markets, labor markets, capital markets, over the past 400 years.
- Develop and administer short-answer test on historical perspective of globalization.
- Provide a world map for documentation of migratory patterns and facilitate discussion.
- Model completion of genealogy survey.
- Facilitate brainstorming session on migration issues.
- Provide list of resources for NAFTA research; review completion of evidence chart.
- Recruit a businessperson to speak on globalization; brainstorm questions with class on relevant questions to ask the presenter.

TEACHER ACTIVITIES (continued)

- Develop topics for group research, e.g., Tariffs, Federal Deficit, World Trade Association, European Common Market, Balance of Trade Deficit.
- Facilitate group presentations.
- Provide a resource list for research including search engines, website, periodicals.
- Model completion of expository essay; develop rubric, review spreadsheets, charts and graphs.

ASSESSMENT

- Short-answer test on history of globalization.
- Portfolio of information on international business issues.
- Genealogy survey of family.
- Thank you letter to guest speaker.
- Multi-media presentation on advantages and disadvantages of global trade.
- Group presentation of topic.
- Expository essay on the advantages and disadvantages of global trade for the country you select.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

FOUNDATION STANDARDS (continued)

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. INTERNATIONAL TRADE CAREER PATHWAY

C1.0 Students understand the fundamental concepts of international business. C1.1, C1.2, C1.3, C1.4, C1.6

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade. C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7

C3.0 Students understand the role of information technology in modern global trade. C3.3

C4.0 Students understand the logistics of importing and exporting products and services.

INDUSTRY ASPECT OR ESLR

Identify the effect of a global economy on consumers and business, and explain governmental trade policies.

SCANS

COMPETENCIES

1. Resources — allocating time, money, materials, space, and staff.

2. Interpersonal skills — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. Systems — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. Basic Skills — reading, writing, arithmetic and mathematics, speaking and listening.

2. Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE

Topic: Impact of International Trade on U.S. Economy

- How does a business maximize profit?
- What are the factors that determine price of a product in a competitive market?
- What is the role of government in a market economy?

STUDENT ACTIVITIES

- Participate in a lecture on the modern economy in the U.S., its origins and implications in a global society.
- Complete a short-answer test on origins of economic models.
- Answer the question “What is Economics?” Use a variety of resources; write a short definition, and create a list of economic terms and their meanings, e.g., production, efficiency, resources, trade, prices.
- Create an ongoing record of your family’s household expenditures (Consumption Expenditure) up to completion of this course; categorize expenditures as services, non-durable goods, or durable goods, and document as a graph.
- Compare the Gross Domestic Product (GDP) of two countries and determine which country’s people appear to be better or worse off; use Internet resources for information on GDP; complete an evidence report.
- Research facts about the Federal Reserve Board (Fed); select a recent story in the media about the Fed and write a short summary.
- Create a fictional business partnership, in small groups; answer these economic questions: (i) What will be produced? (ii) By what methods? (iii) Using what resources? (iv) For whom? Use a variety of resources, e.g., Internet, trade journals, existing businesses, small business assistance centers (SBAs).
- Brainstorm ideas for maximizing profit.
- Complete examples of how to determine maximum profit using the formula $VMP = \text{wage}$.
- Participate in lecture on international trade; short-answer test on the following: comparative advantage, exchange rates, devaluation, monopoly, effect of unemployment.

STUDENT ACTIVITIES (continued)

- Participate in a presentation by a panel of business/industry leaders on advantages/disadvantages of international trade.
- Locate a business similar to your fictitious business partnership, interview the business owner/manager to extent of participation in international trade; discuss market, prices, governmental affects, trade regulations, interest rates.
- Complete a professionally formatted feasibility report for your fictitious business; use information from the interview, and other research.
- Prepare a multimedia group presentation on the economic feasibility of your business.

TEACHER ACTIVITIES

- Lecture on the U.S. economy, its origins and implications in a global society.
- Develop and administer a short-answer test on origins of economic models, e.g., Adam Smith—natural price; Malthus—diminishing returns; Marxist Economics; Market Economics; John Stuart Mill—supply and demand; David Ricardo—labor theory; Keynesian Economics; macroeconomics and microeconomics.
- Provide a list of resources for students to research the question “What is Economics?”
- Lecture on the differences between Gross Domestic Product (GDP), Gross National Product (GNP) and Chain Index; discuss difficulties in interpreting these figures.
- Provide a list of resources, e.g., magazines, websites, to research current facts about the Federal Reserve Board (Fed).

TEACHER ACTIVITIES (continued)

- Lecture on Opportunity Cost and the interdependency between scarcity, and trade-off.
- Facilitate brainstorming session on maximizing profit; introduce the idea of labor as the most important resource, and profit maximization using the Value of the Marginal Product ($VMP = \text{wage}$) formula.
- Develop and administer examples of interpreting profit using the $VMP = \text{wage}$ formula.
- Lecture on international trade in terms of monetary flows and national currencies, and real goods and services; develop and administer short-answer test on terms.
- Invite panel of business/industry leaders to discuss advantages/disadvantages of international trade.
- Model a completed feasibility report; review formatting.

ASSESSMENT

- Short-answer test on origins of economic models.
- List of economic terms and their meanings.
- Graph of family consumption expenditure.
- Evidence report of the GDP of two countries.
- Short summary of news item about the Federal Reserve Board.
- Examples of maximum profit using the $VMP = \text{wage}$ formula.
- Short-answer test on international trade terms.
- Feasibility study, professionally formatted.
- Multimedia group presentation.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.3, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. INTERNATIONAL TRADE CAREER PATHWAY

C1.0 Students understand the fundamental concepts of international business. C1.1, C1.2, C1.3, C1.4, C1.5, C1.6
C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade. C2.6

C3.0 Students understand the role of information technology in modern global trade. C3.3

INDUSTRY ASPECT OR ESLR

Identify fundamental concepts in economics and explain how they affect domestic and international business.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE

Topic: Trading With Pacific Rim

- What nations are in the Pacific Rim?
- Why are these nations important to the global economy?
- What factors need to be considered to effectively trade with countries in the Pacific Rim?

STUDENT ACTIVITIES

- View video on Pacific Rim Trade; write a one-page summary of main points including a list of countries within the Pacific Rim.
- Brainstorm definitions for terminology in international trade; create a word list of economic terms, e.g., tariff, market share, infrastructure, balance of payment.
- Select one country and research the business environment of that country, e.g., culture, language, religion, natural resources, trading laws, tariffs, infrastructure, communications, politics. Use Internet, trade journals, magazines, newspapers.
- Develop a country profile and format as an informational booklet for foreign investors.
- Participate in a presentation by a guest speaker on international trade.
- Join with students who chose the same country and form a fictional company, work as a team; develop a name and company flag/logo; position the flag on the world map on the country that is your trading partner.
- Identify a business and a trade organization in the country of choice using the Internet; send e-mails to request information on doing business in the country.
- Discuss, as a class, differences in telecommunication resources and the implications for trade.
- Select products to export based on a market analysis; prepare a cost analysis for each product using current exchange rate.
- Select products to import and prepare a cost analysis.

STUDENT ACTIVITIES (continued)

- Review cost sheets, and select export/import products that maintain a balance of payment.
- Brainstorm, as a class, barriers to trade, e.g., monetary exchange rate, tariffs, transportation, labor; discuss solutions.
- Develop strategies to market/advertise your product; describe cultural factors that influence choices and prepare a one-page marketing/advertising plan.
- Prepare a detailed written report, using professional formatting, charts and graphs; justifying your choices. Present to the Board of Directors of your fictional company (class) using multi-media.

TEACHER ACTIVITIES

- Show video on Pacific Rim Trade and facilitate a class discussion.
- Provide a world map with Pacific Rim countries highlighted.
- Provide a resource list of materials for research of Pacific Rim countries.
- Review formatting of an informational booklet.
- Recruit a guest speaker on international trade.
- Facilitate a discussion on differences in infrastructure in various countries; identify types of telecommunication resources or lack of resources.

TEACHER ACTIVITIES (continued)

- Review components of a market analysis and calculating exchange rates.
- Model a completed cost analysis.
- Facilitate a brainstorming session of barriers to trade, and solutions.
- Provide resources to compare advertising in different cultural markets, e.g., magazines, trade journals, video clips.
- Review formatting of a professional report to a Board of Directors, including graphs and charts.
- Model a completed report.
- Facilitate presentations to the Board (class).

ASSESSMENT

- One-page summary of video presentation.
- Word list of economic terms in international trade.
- Business profile informational booklet.
- Cost analysis of products exported and imported.
- Market/advertising plan for your company's export.
- Professionally formatted written report to the Board of Directors, including graphs and charts.
- Multi-media presentation of the contents of report.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: INTERNATIONAL TRADE (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstra-

FOUNDATION STANDARDS (continued)

tion of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.2, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, , 10.3, 10.4, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

C. INTERNATIONAL TRADE CAREER PATHWAY

C1.0 Students understand the fundamental concepts of international business. C1.1, C1.2, C1.3, C1.4, C1.5

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade. C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7

C3.0 Students understand the role of information technology in modern global trade. C3.2, C3.3

C4.0 Students understand the logistics of importing and exporting products and services. C4.1, C4.2, C4.3

INDUSTRY ASPECT OR ESLR

Identify the importance of Pacific Rim countries to the world economy and explain how to effectively conduct business.

SCANS

COMPETENCIES

1. Resources — allocating time, money, materials, space, and staff.

2. Interpersonal skills — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. Systems — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. Basic Skills — reading, writing, arithmetic and mathematics, speaking and listening.

2. Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING

Topic: Effective Business Communication

- What is meant by effective communication?
- What makes a successful salesperson?
- How does communication affect a business' profits?

STUDENT ACTIVITIES

- Participate in a role-play to demonstrate professional/effective communications.
- Short-answer test on effective business communications.
- Research specific attitudes and behaviors specified in Job Vacancy advertisements using various media resources.
- Analyze the data and organize into a table or graph.
- Present analysis of data to class.
- Prepare interview questions.
- Participate in role-play of appropriate interview behavior.
- Interview a small business owner; ask what characteristics s/he requires in a salesperson.
- Compare and contrast responses from the interview with data from the Job Vacancy research.
- Write a thank you letter to the small business owner.
- Write a short essay explaining why employers consider certain attitudes and communication skills important.

TEACHER ACTIVITIES

- Lecture on verbal/nonverbal communications.
- Develop and administer short-answer test on the communication skills of successful salespeople.
- Develop and facilitate role-play activity demonstrating professional/effective business communications.
- Provide a list of media resources to research specific requirements of employers.
- Model completion of a graph or table.
- Facilitate presentation of data.
- Provide a list of small business owners to interview.
- Review appropriate interview techniques and facilitate role-play activity.
- Review short essay writing.

ASSESSMENT

- Short-answer test.
- Graph or table of research data.
- Interview questions.
- Thank you letter.
- Short essay.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Professional Sales and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

CAREER PLANNING AND MANAGEMENT

3.0 Students understand how to make effective decisions, utilize career information, and manage personal career plans.

3.1, 3.2, 3.6

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2

FOUNDATION STANDARDS (continued)

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.2, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.4, 10.5

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

D. PROFESSIONAL SALES AND MARKETING CAREER PATHWAY

D1.0 Students understand the key concepts of professional sales and marketing. D1.1, D1.2, D1.3, D1.4, D1.5, D1.6

INDUSTRY ASPECT OR ESLR

Identify appropriate workplace attitudes and behaviors and explain appropriate oral business communication.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reads, writes, listens, and speaks
2. **Thinking Skills** — thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.
3. **Personal Qualities** — displays responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING

Topic: Effective Customer Service Strategies

- What is excellent customer service and why is it important to business profitability?
- Why is it important to identify target markets?
- How does a business achieve excellent customer service?

STUDENT ACTIVITIES

- Participate in lecture on customer service.
- Research information on the Americans With Disabilities Act (ADA); write a one-page summary of it.
- Discuss, as a class, the implications for business and industry of the Act.
- Develop a questionnaire to survey friends and family; categorize questions, e.g., age of customer, type of business, customer service provided, satisfaction, customer loyalty, customer service desired in future.
- Analyze data and prepare a professional research report using graphs and charts.
- Role-play in small groups, complete an observation sheet; topic — diffuse a conflict arising from an irate customer.
- Discuss, as a class, interpersonal skills and techniques for effective communications.
- Participate in presentation by guest speaker on current trends in customer service.
- Select a business sector, e.g., banking, telecommunications, retail, and research the customer service strategies in place. Complete an evidence chart with customer need and evidence that need is met.
- Plan improved customer service, as a team, for the business you researched; include strategies for target markets, addressing cultural and ADA needs, perceived value, data gathering processes (data mining).
- Write a professionally formatted Customer Service Management report, as a team; include unmet need,

STUDENT ACTIVITIES (continued)

- new strategy, cost of implementation, and outcome.
- Write a cover letter, as a team, to customer service department of the business/industry researched; include the report and a questionnaire requesting feedback on the quality of the report.
- Write a reflective essay on current customer service practices; ethics, effectiveness, and excellence.

TEACHER ACTIVITIES

- Lecture on the meaning of customer service historically and in today's society; compare and contrast.
- Facilitate a class discussion on the Americans With Disabilities Act (ADA).
- Model a completed questionnaire to survey family and friends on customer service.
- Review analysis of data and formatting of a research report; model a completed report.
- Provide scenarios for small group role-play activity, include conflicts due to cultural and age differences; develop an observation sheet.
- Facilitate a class discussion on effective interpersonal skills.
- Invite guest speaker from a customer service department to address current trends in the management of customer service.

TEACHER ACTIVITIES (continued)

- Provide resources to research a business, e.g., local business/industry, Internet resources, magazines, journals, newspapers.
- Review completion of evidence chart.
- Model a completed professionally Customer Service Management report; review report format.
- Provide a sample cover letter to accompany the Customer Service Management report.
- Review essay writing.

ASSESSMENT

- One-page summary of the Americans With Disabilities Act (ADA).
- Professional research report with graphs and charts.
- Evidence chart with customer need and evidence that need is met.
- Professionally formatted Customer Service Management report.
- Cover letter to customer service department of the business/industry researched, to accompany Customer Service Management report.
- Response from the business/industry documented on questionnaire.
- Essay on current customer service practices; ethics, effectiveness, and excellence.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

- 2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.
- 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
 2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.5

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

D. PROFESSIONAL SALES AND MARKETING CAREER PATHWAY

D1.0 Students understand the key concepts of professional sales and marketing. D1.1, D1.2

D3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities.

D3.1, D3.2, D3.3, D3.4

INDUSTRY ASPECT OR ESLR

Identify excellent customer service and explain strategies to achieve it.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING

Topic: Marketing and the Small Business Owner

- What is marketing?
- How do the functions of marketing relate to a small business owner?
- Why is a marketing plan necessary to a small business owner?

STUDENT ACTIVITIES

- Brainstorm the role of marketing in business.
- Complete short-answer test on marketing functions.
- Compile a scrapbook of information on types of marketing strategies; use a variety of media resources as well as local businesses who target market; identify the marketing strategy.
- Participate in a lecture on finding your niche in small business and marketing, by a guest speaker.
- Research, in small groups, a market niche for a small business of your choice using local resources, Internet, other media; complete an evidence chart.
- Create a comprehensive business plan including a marketing plan for the small business of choice.
- Complete a twelve-month budget within the plan to include monthly projected sales.
- Develop a technical document in an accepted business format; each group member is responsible for one section of the document.
- Present results to a panel of small business owners and class.

TEACHER ACTIVITIES

- Facilitate a brainstorming session on the role of marketing in business.
- Develop and administer short-answer test on marketing functions.
- Invite a guest speaker from a local business, market consultant or Small Business Assistance (SBA) to talk about market niches.
- Model completion of an evidence report.
- Model completion of a marketing plan and review components and format.
- Provide sample budget.
- Model a technical document and review formatting.
- Facilitate presentations to small business owners, others.

ASSESSMENT

- Evidence chart.
- Short-answer test.
- Business Plan.
- Presentation.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

- 1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).
 1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).
 1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

- 2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).
 2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).
 2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).
 2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.1, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4, 8.5

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

B. ENTREPRENEURSHIP CAREER PATHWAY

B 2.0 Students understand the elements and purpose of a business plan. B2.1, B2.3, B2.4, B2.5

B4.0 Students understand effective marketing of small businesses. B4.2, B4.3, B4.4

INDUSTRY ASPECT OR ESLR

Identify the components of a marketing plan and explain why it is necessary to business.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.
2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.
2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING

Topic: Products/Services Development and Promotion

- What factors motivate consumer-buying behavior?
- Why is a market research important?
- How is a new product/service developed?

STUDENT ACTIVITIES

- Read *Silent Spring* by Rachel Carson.
- Research answers to questions on reading, and complete an evidence chart.
- Participate in a presentation by guest speakers on the business and economic advantages/disadvantages of using pesticides.
- Compare and contrast the economic advantages and disadvantages of pesticides; use computer software to create charts and graphs.
- Collect pricing information on a selection of agricultural products, differentiate between organically grown, locally grown, U.S. grown, and imported from abroad; survey in groups, supermarkets, small grocery stores, and farmers markets.
- Compile data using computer software; analyze data and complete a written report on price differences in each market.
- Survey, in small groups, consumers at the various locations; ask questions about buying motives; compile information in a report format using graphs and charts.
- Interview produce managers and owners to identify advertising/promotional strategies.
- Write a final report, describing consumer motives and buying behavior, based on group's research.
- Prepare a multimedia presentation, as a group, highlighting findings of the report on consumer motives and buying behavior.

STUDENT ACTIVITIES (continued)

- Select a new product to develop, individually, in a specialization of choice, e.g., Fashion Merchandising, Travel and Tourism, E-Commerce, Real Estate, Hospitality. Research the process of developing a new product, e.g., Which customer needs are met? How is the product marketed? What is the competition?
- Prepare a written report, formatted as a proposal, for your new product/service.

TEACHER ACTIVITIES

- Develop and administer questions on reading.
- Model a completed evidence chart.
- Facilitate a discussion on the reading assignment and questions.
- Invite a panel of guest speakers from the community, e.g., organic farmer, non-organic grower, county extension agent, Farm Bureau, to discuss the economic advantages/disadvantages of using pesticides for agribusiness.
- Model a completed summary using charts and graphs.
- Review use of computer software for analytical reports.
- Prepare questions for the consumer survey.

TEACHER ACTIVITIES (continued)

- Model a completed summary of data report, and review formatting.
- Provide resources for researching new product development, e.g., search engines, web pages, industry journals.
- Model a completed proposal, and review formatting.

ASSESSMENT

- Evidence chart with the environmental impact of pesticides and evidence presented by author.
- Computer-generated report on economic advantages/disadvantages of pesticides in farming.
- Analysis of pricing information in report format with graphs and charts.
- Analysis of consumer questionnaire in report format.
- Final report on consumer motives and buying behavior based on group's research.
- Multimedia presentation by group on consumer motives and buying behavior.
- Proposal for new product/service.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3, 5.4

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3, 8.4

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

D. PROFESSIONAL SALES AND MARKETING CAREER PATHWAY

D1.0 Students understand the key concepts of professional sales and marketing. D1.6

D3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities. D3.1, D3.2, D3.3, D3.4

INDUSTRY ASPECT OR ESLR

Identify steps to develop and promote a product/service and explain customer-buying motives.

SCANS

COMPETENCIES

1. **Resources** — allocating time, money, materials, space, and staff.

2. **Interpersonal skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. **Basic Skills** — reading, writing, arithmetic and mathematics, speaking and listening.

2. **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING

Topic: Sales and Ethics—A Winning Combination

- What is meant by ethics in business?
- Why are product and customer knowledge important in sales?
- What attributes make a successful salesperson?

STUDENT ACTIVITIES

- View movie *Glengarry Glen Ross*.
- Discuss, as a class, the major themes of the movie and the qualities of each salesman.
- Develop an employee personal code of ethics; make a poster and present to class.
- Participate in presentation by guest speaker on business law.
- Complete a short-answer test on business law.
- Analyze the statement “A salesperson’s job is to make the sale.” Write a one-page essay; share your opinions with class.
- Brainstorm as a class the items that need to be included on a salesperson-rating form.
- Select a consumer product, e.g., computer, camera, CD player; visit at least three stores, compare and contrast sales staff behavior as it relates to categories listed on rating form.
- Analyze data from rating form and incorporate in an expository essay on the topic, “Qualities of an Excellent Salesperson.”
- Brainstorm as a class the attributes and skills necessary to become an excellent salesperson; record and post around classroom.
- Participate in small groups in role-play; roles include salesperson, buyer, and observer.
- Discuss, as a class, the experience of role-playing a salesperson and customer.

STUDENT ACTIVITIES (continued)

- Develop a training manual, in small groups, for new sales associates; include ethics statement, company policy, how avoid legal issues; professionally formatted using applicable software.
- Conduct a training session using the training manual, with another small group; “trainees” complete an evaluation sheet.

TEACHER ACTIVITIES

- Provide the movie *Glengarry Glen Ross* for class; facilitate discussion.
- Lecture on origins of our ethical system and guidelines for ethical behavior; facilitate a brainstorming session on developing a personal code of ethics.
- Model a sample code of ethics; include responsibilities to self, company, competitors, and customers.
- Invite a guest speaker to talk about aspects of business law, e.g., Federal Trade Commission (FTC), Uniform Commercial Code (UCC).
- Develop and administer a short-answer test on business law.
- Facilitate presentation and discussion on the role of a salesperson, and sales as one part of the sales effort, along with marketing and advertising, to ensure business success.

TEACHER ACTIVITIES (continued)

- Develop a rating form for sales staff include, e.g., knowledge of merchandise, attitude, knowledge of the buyer, appropriateness of the merchandise offered, qualifying the buyer, knowledge of product warranties and company sales policies.
- Provide examples of sales training manuals from business.
- Model completed training manual, and review format of a professional document.
- Develop scenarios, and evaluation sheet for role-plays.
- Facilitate a discussion on training sessions.

ASSESSMENT

- Poster of employee ethics.
- Short-answer test on business law.
- One-page essay on the topic, “A salesperson’s job is to make the sale.”
- Completed rating form for at least three salespeople.
- Expository essay on the topic, “Qualities of an excellent salesperson.”
- Sales training manual.
- Evaluation sheet of training exercise.

Marketing, Sales, and Service Industry Sector

CAREER PATHWAY: PROFESSIONAL SALES AND MARKETING (CONTINUED)

FOUNDATION STANDARDS

ACADEMIC FOUNDATIONS

1.0 Students understand the academic content required for entry into postsecondary education and employment within the Marketing, Sales, and Service Industry Sector.

1.1. Mathematics: Specific applications of (7) NS (1.0-1.7), (7) MR (2.0-2.8, 3.0-3.3), (7) SDP (1.0), (8-12) AF (1.0, 5.0, 13.0, 15.0, 24.0, 25.0).

1.2. Science: Specific applications of (9-12) I&E (1a, 1.d).

1.3. History-Social Science: Specific applications of (10) WH (10.3), (11) USH (11.11), (12) ECON (12.1-12.6).

COMMUNICATIONS

2.0 Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 English-Language Arts: Specific applications of (9-10) R (2.0-2.3, 2.6-2.7), (11-12) R(2.3).

2.2 English-Language Arts: Specific applications of English/Language Arts for grades (9-10) W (1.0, 1.3-1.8, 2.0, 2.3-2.6), (11-12) W (1.0-1.1, 1.3, 1.6-1.8, 2.5-2.6).

2.3 English-Language Arts: Specific applications of (9-10) LS (1.0-1.3, 1.7, 2.0, 2.3-2.6), (11-12) LS (2.4).

2.4 English-Language Arts: Specific applications of (9-10) WOC (1.0-1.5).

CAREER PLANNING AND MANAGEMENT

3.0 Students understand how to make effective decisions, utilize career information, and manage personal career plans.

3.1

TECHNOLOGY

4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments. 4.2, 4.3, 4.4

PROBLEM SOLVING AND CRITICAL THINKING

5.0 Students understand how to create alternative solutions using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving. 5.1, 5.2, 5.3

FOUNDATION STANDARDS (continued)

RESPONSIBILITY AND FLEXIBILITY

7.0 Students know behaviors associated with the demonstration of responsibility and flexibility in personal workplace and community settings. 7.1, 7.2, 7.3, 7.4

ETHICS AND LEGAL RESPONSIBILITIES

8.0 Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms. 8.1, 8.2, 8.3

LEADERSHIP AND TEAMWORK

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution. 9.1, 9.3, 9.4, 9.5

TECHNICAL KNOWLEDGE AND SKILLS

10.0 Students understand the essential knowledge and skills common to all career pathways within the Marketing, Sales, and Service Industry Sector. 10.4, 10.5, 10.6, 10.7

DEMONSTRATION AND APPLICATION

11.0 Students demonstrate and apply the concepts contained in the foundation and career pathway standards.

D. PROFESSIONAL SALES AND MARKETING CAREER PATHWAY

D1.0 Students understand the key concepts of professional sales and marketing. D1.1, D1.2, D1.3, D1.4, D1.5, D1.6

D2.0 Students understand the theories and basic functions of sales management. D2.2, D2.3

D3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities.

D3.4

INDUSTRY ASPECT OR ESLR

Identify the attributes of an excellent salesperson, and explain the techniques used to complete a sale.

SCANS

COMPETENCIES

1. Resources — allocating time, money, materials, space, and staff.

2. Interpersonal skills — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

3. Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

4. Systems — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.

THE FOUNDATION

1. Basic Skills — reading, writing, arithmetic and mathematics, speaking and listening.

2. Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

3. Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity.