

COURSE NAME: ***Business, Marketing and Entrepreneurship***

LENGTH OF COURSE: ***One Semester***

PREREQUISITE: ***None***

GRADE LEVEL: ***9, 10***

MATERIALS USED:

Text: ***Principles of Business—Chapters 1-20
Thomson/South-Western Publishing Company, 8th Edition***

Equipment: ***PC Computer***

OTHER RESOURCE MATERIALS:

***Teacher manual and resource material from classroom text
Examples from other publishing companies' textbooks
Project Based Learning Activities from teacher and other sources
Whiteboard, Posters, Field Trip to local business***

COURSE DESCRIPTION:

Business, Marketing and Entrepreneurship introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

OBJECTIVES: **These follow the State of Indiana Content Standards**

See Attached Grids

Content Standards

Domain – Business Management

Core Standard 1 Students integrate knowledge of business management functions and strategies, managerial leadership and decision processes, management of human resource development, and business communication to increase organizational efficiency.

Standards

- BME-1.1 Illustrate the styles, levels and functions of business management
- BME-1.2 List the qualities essential for various types of managers
- BME-1.3 Recognize the appropriate leadership style for a given situation
- BME-1.4 Explain the importance of risk management
- BME-1.5 Use a rational decision-making process in establishing short and long term goals
- BME-1.6 Develop a plan to allocate financial resources to meet a business's financial goals
- BME-1.7 Identify the cycle of recruitment, hiring, training, evaluation, and dismissal of employees
- BME-1.8 Explain the need to be aware of Equal Employment Opportunity Act
- BME-1.9 Diagnose appropriateness of various examples of verbal and nonverbal interoffice communications
- BME-1.10 Adapt language for audience, purpose, and situation
- BME-1.11 Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information

Domain – Marketing

Core Standard 2 Students apply the concepts of marketing functions, plans, and strategies to develop appropriate methods to serve potential customers.

Standards

- BME-2.1 Define marketing and its impact on society
- BME-2.2 Distinguish the functions of marketing and their importance in successful product marketing
- BME-2.3 Recognize and explain the four utilities of marketing
- BME-2.4 Interpret how the marketing concept relates to business management
- BME-2.5 Show how changes in the marketing mix (4 P's of Marketing) effect the success factor of marketing strategies
- BME-2.6 Establish a target market for a particular product or service
- BME-2.7 Identify patterns of appropriate customer service that increase company profits
- BME-2.8 Investigate the effect of customer input and feedback
- BME-2.9 Investigate the overall influence of the customer in marketing strategies

Domain – Entrepreneurship

Core Standard 3 Students apply concepts of economic conditions, market competitions, financing strategies, innovation and opportunity recognition while integrating their knowledge of business management and marketing principles in order to design and develop a successful new venture.

Standards

- BME-3.1 Define entrepreneurship

- BME-3.2 List the characteristics of a successful entrepreneurship
- BME-3.3 Understand the framework of a business plan
- BME-3.4 Identify the various means of financing your business
- BME-3.5 Calculate the return on investment and break-even point and determine its influence on short and long term planning
- BME-3.6 Identify the methods of entering an entrepreneurial venture to include starting a new business, buying an existing business, becoming a franchisee, and forms of ownership
- BME-3.7 Describe the impact of the local economy on the establishment of a new business
- BME-3.8 Describe the impact of the national economy on the establishment of a new business
- BME-3.9 Describe the impact of the international economy on the establishment of a new business
- BME-3.10 Appraise the contribution of entrepreneurship to the economy
- BME-3.11 Recognize and explain the influence of demographics on business development
- BME-3.12 Understand and respond to customer demands for business development strategies
- BME-3.13 Examine elements of competition in the market
- BME-3.14 Analyze creative elements in opportunity recognition to start a new enterprise
- BME-3.15 Demonstrate examples of creativity and innovation in new business development

Process Standards

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 9-10.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.
- 9-10.RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 9-10.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- 9-10.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts and topics*.
- 9-10.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
- 9-10.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Idea

- 9-10.RT.7 Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.
- 9-10.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- 9-10.RT.10 By the end of grade 10, read and comprehend technical texts in the grades 9-10 text complexity band independently and proficiently

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 9-10.WT.1 Write arguments focused on *discipline-specific content*.
- 9-10.WT.2 Write informative/explanatory texts, including technical processes.
- 9-10.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 9-10.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- 9-10.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- 9-10.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 9-10.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career and Technical Student Organizations

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in a Career and Technical Student Organization, such as Business Professional of America, DECA, or Future Business Leaders of America.

SUGGESTED COURSE CONTENT:

First Nine Weeks:

- Chapter 1: Economic Decisions and Systems
- Chapter 2: Economic Activity
- Chapter 3: Business in the Global Economy
- Chapter 4: Social Responsibility of Business and Government
- Chapter 5: Business Organizations
- Chapter 6: Entrepreneurship and Small Business Management
- Chapter 7: Management and Leadership
- Chapter 8: Human Resources, Culture, and Diversity
- Chapter 9: Career Planning and Development

Second Nine Weeks:

- Chapter 10: Marketing
- Chapter 11: Business and Technology
- Chapter 12: Financial Management
- Chapter 13: Production and Business Operations
- Chapter 14: Risk Management
- Chapter 15: Consumers in the Global Economy

EVALUATION METHODS:

- A. Textbook end of section assessments – Thomson/South-Western
- B. Chapter Tests –Thomson/South-Western
- C. Key Terms from textbook with writing component
- D. Projects based on textbook material applied to real life situations, includes Marketing Project – Teacher and Thomson/South-Western
- E. Creative projects using slideshows, cartoons, poems, songs, and presentations to explain and show critical thinking and understanding of topics
- F. Quizzes based on reading and classroom discussions— Teacher and Thomson/South-Western

All will be based on points using the following percentage grading scale:

100 – 97	A+	79 – 77	C+
96 – 93	A	76 – 73	C
92 – 90	A-	72 – 70	C-
89 – 87	B+	69 – 67	D+
86 – 83	B	66 – 63	D
82 – 80	B-	62 – 60	D-
		59 and less	F

Semester Grade Calculation:

45% 1st 9 weeks + 45% 2nd 9 weeks +10% Semester Exam

Vocabulary will be used for each chapter and additional will be used when given by the English department. Mathematics will be used whenever possible to reinforce the common core

CLASSROOM RULES AND PROCEDURES:

Each student in a business education class is expected to:

- Show respect for instructor and fellow classmates.
- **BE IN THE ROOM AND GETTING READY TO WORK WHEN BELL RINGS!**
- Place all books and materials underneath your desk—or at front of room—only your copy/book and class folder should be on top of the desk.
- Do NOT fiddle with keyboard, computer, monitor, etc.!
- Do NOT write on the desk or in the textbook.
- No grooming in the room.
- No food or drink in the room.
- Chewing gum is permitted, *if you do not blow bubbles, pop gum, etc.*
- Be sure to follow the teacher's instructions for operating the computer/printers.
- At the end of class, close your software program, remove disk, and place it with your class folder and textbook in assigned container/area.
- ***DO NOT change ANY screen savers, icons, background/wallpaper, etc., etc.***
- ***ALL students to follow the guidelines for Internet usage that is described in the student handbook—and Internet usage will only be accessed with teacher permission. [NO use of chat rooms, message boards, etc.]***
- ***Cheating will not be tolerated. The guidelines set forth by the Nettle Creek School Board will be followed. Please review***

Bus., Mkt., and Entrepr. Contract Name _____ Block _____

CLASSROOM RULES AND PROCEDURES:

Each student in a business education class is expected to:

- Show respect for instructor and fellow classmates.
- **BE IN THE ROOM AND GETTING READY TO WORK WHEN BELL RINGS!**
- Place all books and materials underneath your desk—or at front of room—only your copy/book and class folder should be on top of the desk.
- Do NOT fiddle with keyboard, computer, monitor, etc.!
- Do NOT write on the desk or in the textbook.
- No grooming in the room.
- No food or drink in the room.
- Chewing gum is permitted, *if you do not blow bubbles, pop gum, etc.*
- Be sure to follow the teacher's instructions for operating the computer/printers.
- At the end of class, close your software program, remove disk, and place it with your class folder and textbook in assigned container/area.
- ***DO NOT change ANY screen savers, icons, background/wallpaper, etc., etc.***
- ***ALL students to follow the guidelines for Internet usage that is described in the student handbook—and Internet usage will only be accessed with teacher permission. [NO use of chat rooms, message boards, etc.]***
- ***Cheating will not be tolerated. The guidelines set forth by the Nettle Creek School Board will be followed. Please review***

I have received, read, and acknowledged my cooperation of the above:

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Pre-Test/Post-Test. Objective and Short Written Answers (LIA)

A Project Based Marketing Activity that applies Business, Marketing, and Entrepreneurship concepts to the production and marketing of a new product. (LIA)

Marketing Project with Portfolio

130 Points – See Rubric

The Portfolio of the Marketing Project is due after the presentation.

Groups will present their product and covering the following topics:

A. Product Selection: 20 points

- Explain the need you found in the market – 5pts _____
- Explain what the product is and why it is special or good or different from the competition. – 10pts _____
- Describe the target market for the product – 5pts _____

B. Packaging: 20 points

- Display the packaging and promotional materials – 10pts _____
- Explain why the type of packaging was chosen – 5pts _____
- Explain why this packaging will help sell the product – 5pts _____

C. Promotion: 20 points (includes the video)

- Explain why the target market will purchase the product – 5pts _____
- Explain the marketing approach that was used in the video and why it will work – 5pts _____
- What does the logo look like? – 5pts _____
- What is the company jingle or saying or phrase? – 5pts _____

D. Distribution: 10 points

- Describe the channel the product will use to go from the manufacturer to the consumer. – 10pts

Presentation Grade - 20 points – see rubric

Marketing Video: 40 Points

- All team members participate – 10 pts
- Product is marketed to the target audience – 10 pts
- Company name, jingle/saying/logo, is repeated – 10 pts
- Idea/concept of the commercial captures the attention and memory of audience – 10 pts