COURSE: Entrepreneurship and Small Business Management | GRADE(S): 9-12

UNIT: Entrepreneurship and the Economy

NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:
Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.

Level 1 Performance Expectations:
- Define what is meant by the cost of a good or service.
- Define what is meant by the price of a good or service.
- Describe the interrelationship between cost and price.

Level 2 Performance Expectations:
- Explain the determinants of supply and demand.
- Explain how supply and demand markets interact to determine price.
- Describe the difference between fixed costs and variable costs.
- Describe the impact of variable costs on pricing.

Level 3 Performance Expectations:
- Compare and contrast the different types of market structures (e.g., competition and monopoly).
- Explain the effect of different market structures on market price.
- Establish prices for products/goods.

STATE STANDARDS: Business Education
- To develop an appreciation for the importance of recognizing and acting on new business opportunities.

UNIT OBJECTIVES:
- Describe market and economies.
- Define the concept of supply and demand.
- Explain the effects of market structure on price.
- Describe the functions of a business in a market economy.
- Identify various types of costs.
- Discover how costs affect the prices entrepreneurs charge.
- Define monopoly, oligopoly, and pure competitive market.

ACTIVITIES:
- Pre-Test
- Guided practice
- Projects
- Enrichment and Challenge problems
- Simulations

ASSESSMENTS:
- Teacher observation
- Quizzes
- Worksheets/Handouts
- Practices, problems, and projects
- Tests

REMEDIATION/MODIFICATION:
RESOURCES:
- Internet
- Periodicals
- Teacher created notes, handouts and activities
- Entrepreneurship and Small Business Management, 2006, Glencoe, Inc.
- Virtual Business Retailing 2.0, Simulation, Knowledge Matters
  http://www.knowledgematters.com/products/?business

ENRICHMENT and DIFFERENTIATION
- Assistance – Teacher/peer
- Adjustment – Length/breadth
- Alternative – Assignments

- Alternative
  - Assignments - length
  - Extended focus - challenge
- Additional
  - Problems/Projects
**COURSE:** Entrepreneurship and Small Business Management  
**GRADE(S):** 9-12

**UNIT:** Business Planning

**NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:**
Achievement Standard: Develop a business plan.

- **Level 1 Performance Expectation:**
  - Describe why businesses must plan.
  - Develop a plan for a specific event.

- **Level 2 Performance Expectation:**
  - Define long-term and short-term planning.
  - Select a specific event and identify long-term and short-term planning activities.
  - Identify the major components of a business plan.
  - Describe the use of a business plan.

- **Level 3 Performance Expectation:**
  - Identify the information to be included in each component of a business plan.
  - Identify sources of information to be included in the business plan.
  - Develop a business plan for a planned business.

- **Level 4 Performance Expectation:**
  - Prepare a timetable for establishing a planned business.

**STATE STANDARDS: Business Education**
- To develop an appreciation for the importance of recognizing and acting on new business opportunities.

**UNIT OBJECTIVES:**
- Explain the purpose of writing a good business plan.
- Examine the seven basic elements of a business plan.
- Recognize what additional elements of a business plan might be needed.
- Research and create a business plan.

**ACTIVITIES:**
- Guided practice
- Projects
- Enrichment and Challenge problems
- Simulations

**RESOURCES:**
- Internet
- Periodicals
- Teacher created notes,

**ASSESSMENTS:**
- Teacher observation
- Quizzes
- Worksheets/Handouts
- Practices, problems, and projects
- Tests

**REMEDIATION/MODIFICATION:**
- Assistance – Teacher/peer
- Adjustment – Length/breadth
<table>
<thead>
<tr>
<th>Handouts and activities</th>
<th>Alternative – Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entrepreneurship and Small Business</td>
<td>• <strong>Alternative</strong></td>
</tr>
<tr>
<td>Management, 2006, Glencoe, Inc.</td>
<td>• Assignments - length</td>
</tr>
<tr>
<td>• Virtual Business Retailing 2.0,</td>
<td>• Extended focus - challenge</td>
</tr>
<tr>
<td>Simulation, Knowledge Matters</td>
<td>• <strong>Additional</strong></td>
</tr>
<tr>
<td>COURSE: Entrepreneurship and Small Business Management</td>
<td>GRADE(S): 9-12</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>UNIT: Legal Issues Related to Business</td>
<td></td>
</tr>
</tbody>
</table>

**NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:**

Achievement Standard: Analyze how forms of business ownership, government regulations and business ethics affect entrepreneurial ventures.

Level 1 Performance Expectations:
- Identify the differences between a sole proprietorship and a partnership.
- Discuss honest and dishonest business practices.

Level 2 Performance Expectations:
- Define a corporation and explain how it differs from a sole proprietorship and a partnership.
- Define and give examples of franchising.
- Describe special types of business ownership (e.g., S corporations and cooperatives).
- Define ethics and identify common ethical issues that entrepreneurs encounter.
- Demonstrate ethical behavior in small group situations.

Level 3 Performance Expectations:
- Describe the advantages and disadvantages of owning a franchise.
- Describe the relationship between franchising and other forms of business ownership.
- Compare and contrast advantages and disadvantages of various forms of business ownership.

**STATE STANDARDS: Business Education**

- To develop an appreciation for the importance of recognizing and acting on new business opportunities.

**UNIT OBJECTIVES:**
- Identify the advantages and disadvantages of purchasing an existing business as opposed to a start up company.
- Define types of business ownership: franchise, partnership, sole proprietorship, S corporation and incorporation.
- Examine the benefits and disadvantages of business ownership: franchise, partnership, sole proprietorship, S corporation and incorporation.
- Evaluate ethical issues in business.
**ACTIVITIES:**
- Guided practice
- Projects
- Enrichment and Challenge problems
- Simulations

**RESOURCES:**
- Internet
- Periodicals
- Teacher created notes, handouts and activities
- Entrepreneurship and Small Business Management, 2006, Glencoe, Inc.

**ASSESSMENTS:**
- Teacher observation
- Quizzes
- Worksheets/Handouts
- Practices, problems, and projects
- Simulations
- Tests

**REMEDIAITION/MODIFICATION:**
- Assistance – Teacher/peer
- Adjustment – Length/breadth
- Alternative – Assignments

**ENRICHMENT and DIFFERENTIATION**
- Alternative
  - Assignments - length
  - Extended focus - challenge
- Additional
  - Problems/Projects
COURSE: Entrepreneurship and Small Business Management
GRADE(S): 9-12

UNIT: Marketing and Market Analysis

NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:
Achievement Standard: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

Level 1 Performance Expectations:
- Determine the wants of specific customers.
- Determine potential buyers of specific products at various price levels.
- Identify elements of marketing (e.g., product, place, price and promotion).
- Create promotional activities for a given product.

Level 2 Performance Expectations:
- Define and give examples of target markets for specific products.
- Discuss factors that affect pricing.
- Select/prepare appropriate advertising activities for a business.

Level 3 Performance Expectations:
- Use primary and secondary data sources to locate information about potential target markets.
- Design a marketing plan for a business (include the Internet and other emerging technologies if appropriate).

Level 4
- Estimate market share for a specific product or service.

STATE STANDARDS: Business Education
- To develop an appreciation for the importance of recognizing and acting on new business opportunities.

UNIT OBJECTIVES:
- Identify a target market.
- Research a market using primary and secondary data.
- Determine direct and indirect competitors strengths and weaknesses to determine potential market share.
- Identify pricing strategies.
- Describe promotional strategies.
- Create a promotion for a business.
- Create a marketing plan for a business.

ACTIVITIES:
- Guided practice
- Projects
- Enrichment and Challenge problems

ASSESSMENTS:
- Teacher observation
- Quizzes
- Worksheets/Handouts
<table>
<thead>
<tr>
<th>Simulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices, problems, and projects</td>
</tr>
<tr>
<td>Tests</td>
</tr>
</tbody>
</table>

**RESOURCES:**
- Internet
- Periodicals
- Teacher created notes, handouts and activities
- Entrepreneurship and Small Business Management, 2006, Glencoe, Inc.

**REMEDIATION/MODIFICATION:**
- Assistance – Teacher/peer
- Adjustment – Length/breadth
- Alternative – Assignments

**ENRICHMENT and DIFFERENTIATION**
- Alternative
  - Assignments - length
  - Extended focus - challenge
- Additional
  - Problems/Projects
COURSE: Entrepreneurship and Small Business Management  GRADE(S): 9-12

UNIT: Financing and Managerial Accounting

NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:
Achievement Standard: Use the financial competencies needed by an entrepreneur.

Level 1 Performance Expectations:
 Identify the costs of producing a specific product.
 List common sources from which entrepreneurs can borrow money.
 Examine a profit/loss statement to determine whether a business is profitable.

Level 2 Performance Expectations:
 Determine the cost of starting a planned business.
 Explain the advantages and disadvantages of primary sources of borrowing.
 Describe why the analysis of financial statements is important for the business.

Level 3 Performance Expectations:
 Discuss types of funding within each funding source (e.g., mortgage, short-term loan, long-term loan, and credit line).
 Calculate the number of products to be sold to make a profit using break-even analysis.

STATE STANDARDS: Business Education
 To develop an appreciation for the importance of recognizing and acting on new business opportunities.

UNIT OBJECTIVES:
 Conduct a feasibility analysis on a business.
 Describe the ways in which business attain financing.
 Create a budget.
 Keep journals, ledgers and other types of important business records.
 Learn about electronic record keeping.
 Demonstrate an understanding of balance sheets, income statements, and cash flow statements.
 Conduct a break-even analysis.

ACTIVITIES:
 Guided practice
 Projects
 Enrichment and Challenge problems
 Simulations

RESOURCES:
 Internet

ASSESSMENTS:
 Teacher observation
 Quizzes
 Worksheets/Handouts
 Practices, problems, and projects
 Tests

REMEDIATION/MODIFICATION:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Periodicals**  
  - Teacher created notes, handouts and activities  
  - Entrepreneurship and Small Business Management, 2006, Glencoe, Inc.  
  **Adjustment** – Length/breadth  
  **Alternative** – Assignments |

**ENRICHMENT and DIFFERENTIATION**

- **Alternative**  
  - Assignments - length  
  - Extended focus - challenge  
- **Additional**  
  - Problems/Projects
COURSE: Entrepreneurship and Small Business Management
GRADE(S): 9-12
UNIT: Human Resource Management

NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:
Achievement Standard: Develop a management plan for an entrepreneurial venture.

Level 2 Performance Expectations:
- Identify skills and qualities needed for specific jobs and careers.
- Explain the importance of motivation, leadership and trust to members of a team.
- Establish criteria to use for monitoring achievement of a personal vision.

Level 3 Performance Expectations:
- Diagram the organizational structure of a planned business.
- Design hiring procedures for a specific job, ranging from the initial advertisement to the final interview.
- Develop job descriptions for positions in a planned business.
- Describe ways to motivate others.
- Identify practices of an entrepreneurial leader.

Level 4 Performance Expectations:
- Appraise employee performance.
- Apply effective leadership and motivation techniques in small group situations.

STATE STANDARDS: Business Education
- To develop an appreciation for the importance of recognizing and acting on new business opportunities.

UNIT OBJECTIVES:
- Describe hierarchy and create a hierarchy for a business.
- Examine the hiring process of: Recruiting, interviewing and hiring staff
- Examine the advantages and disadvantages of outsourcing.
- Determine the amount of pay for employees.
- Identify benefits costs for employees.
- Describe desirable leadership qualities and management style.
- Examine motivational techniques for employees.
- Identify ways to evaluate employees.

ACTIVITIES:
- Guided practice
- Projects
- Enrichment and Challenge problems
- Simulations

ASSESSMENTS:
- Teacher observation
- Quizzes
- Worksheets/Handouts
- Practices, problems, and projects
RESOURCES:
- Internet
- Periodicals
- Teacher created notes, handouts and activities
- Entrepreneurship and Small Business Management, 2006, Glencoe, Inc.

REMEDICATION/MODIFICATION:
- Assistance – Teacher/peer
- Adjustment – Length/breadth
- Alternative – Assignments

ENRICHMENT and DIFFERENTIATION
- Alternative
  - Assignments - length
  - Extended focus – challenge
- Additional
  - Problems/Projects