

Operating a Small Business

Power Standard Operating a Small Business

1. Demonstrate basic knowledge of the being a sole proprietor.
2. Prepare a business plan.
3. Create and operate a student owned business.

Power Benchmarks Operating A Small Business

1. The students will calculate business math problems.
2. Designate among the different legal forms of business.
3. The student will be able to differentiate the formal steps of the decision making process.
4. Develop basic business communication.
5. Distinguish the business cycle.
6. Differentiate the functions of management.
7. Develop an individual business.
8. Develop a group business plan.
9. Operate a group student business.
10. Evaluate the social and moral responsibility of business.

Operating a Small Business

Students will be able to:

1. Demonstrate basic knowledge of the being a sole proprietor.
 - The students will calculate business math problems. (1)
 - Designate among the different legal forms of business. (2)
 - The student will be able to differentiate the formal steps of the decision making process. (3)
 - Develop basic business communication. (4)
 - Distinguish the business cycle. (5)

2. Prepare a business plan.
 - Differentiate the functions of management. (6)
 - Develop an individual business. (7)

3. Create and operate a student owned business.
 - Develop a group business plan. (8)
 - Operate a group student business. (9)
 - Evaluate the social and moral responsibility of business. (10)

Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate basic knowledge of the being a sole proprietor.</p> <p>Established Goal /Competency # 1 The students will calculate business math problems.</p> <p>Estimated Timeline: 2 day + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x		x	x		Math	Science	Reading	Social Responsibility	Communication	x	x	x		x
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x		x	x																		
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x	x	x		x																	
<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Describe and calculate pricing markup and markdown ➤ Demonstrate the basic procedures involved in operating a cash register ➤ Calculate the basic business measurements such as profit and loss, break-even, and stock 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What are the components of an income statement? ➤ How is stock turnover calculated? ➤ Who pays sales tax? ➤ Who collects sale tax? ➤ How to determine markup or markdown? ➤ What is the formula for computing interest on a loan? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ The calculation of inventory is important to the net profit of the business. ➤ Apply the business math equations in regards to inventory <ul style="list-style-type: none"> ○ Income statement, operating expense, net income, cost of goods sold, general expenses, break-even point, principal, stock turnover, purchase order, invoice, 	<p>Students will be able to: (i.e. do)...</p> <ul style="list-style-type: none"> ➤ Balance a cash drawer. ➤ Complete an income statement. ➤ Determine the profit and loss of a business. ➤ Compute the amortization of a loan. 																				
Stage 2 – Assessment Evidence																					
<p>Performance Tasks: (i.e. Assessment used to)</p> <ul style="list-style-type: none"> ➤ Chapter 5 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate basic knowledge of the being a sole proprietor.</p> <p>Established Goal /Competency # 2 Designate among the different legal forms of business.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Contrast the difference among sole ownership, partnership, and corporation. ➤ Determine the legal description of the different legal forms of business. ➤ Explain why it is a good practice to consult an attorney to start a business. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What are the sources of synergy in a family operated business? ➤ What are the advantages and disadvantages of starting your own business? ➤ In what respects is a partnership superior to sole proprietorship as a form of business? ➤ What are the advantages of a corporation form of business? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Determine the form a business that best is beneficial to the owner. ➤ Distinguish the importance of legal representation. <ul style="list-style-type: none"> ○ Synergy, goodwill, franchise, franchisee, trade credit, sole proprietor, general partners, limited partners, corporation, stock, equity, dividends, return on investment 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Evaluate the ownership rights of a business. ➤ Analysis a business partnership agreement. ➤ Construct a business ownership organizational chart. ➤ Interview an entrepreneur ➤ Invite an entrepreneur to be a class guest speaker on being an entrepreneur. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Entrepreneur interview check sheet. ➤ Business ownership chart quiz. ➤ Chapter 8 test. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Operating a Small Business

Stage 3 – Learning Plan:

Designate among the different legal forms of business.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Read Chapter	
Define vocabulary	
Invite entrepreneurs to class via a business letter.	

Operating a Small Business

Stage 1 – Desired Results:

Power Standard 1: Demonstrate basic knowledge of the being a sole proprietor.

Established Goal /Competency # 3

The student will be able to differentiate the formal steps of the decision making process.

Estimated Timeline:

2 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand:

- Contrast and compare the steps of the decision making process and explain how each step affects the process.
- Differentiate between individual and group decisions making.
- Explain the importance of feedback in regards to the decision making process.

Essential Questions: (Over-arching ones)

- What factors make a business decision non routine?
- What type of approach would you use to make a routine business decision?
- When setting goals, why is it important to have them written?

Students will be able to: (i.e. know)...(Include vocabulary)

- Apply the appropriate use of the decision-making process.
 - Rational approach, hypothesis, satisfying, brainstorming. criteria, normal grouping, Delphi technique, consensus

Students will be able to: (i.e. do)...

- Analysis simple and complex business decisions.
- Critique routine business decisions.
- Determine what factors will affect the decision making process.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- **Chapter 6 test.**

Key Criteria: (Rubric)

- **TBD**

Operating a Small Business

Stage 3 – Learning Plan:

The student will be able to differentiate the formal steps of the decision making process.

Power Benchmark/Competency: #3

Learning Activities:	Resources:
Read Chapter	
Define vocabulary	
Goals worksheet(immediate, mid-range, and long term)	
Group projects	
Workbook activity	

Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate basic knowledge of the being a sole proprietor.</p> <p>Established Goal /Competency # 4 Develop basic business communication.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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		x	x	x																	

<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Develop proper correspondence in different business situations ➤ Develop a template for a business letter, follow-up letter, and thank you letters. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ In business writing, what does it mean to “ focus on the reader” ➤ Explain the difference between the direct and indirect approaches to writing business letters? ➤ How does listening differ from hearing? ➤ What sorts of communication difficulties can businesspeople have as a result of cultural differences?
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<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Illustrate the components a business letter. ➤ Illustrate the components of a follow-up letter. ➤ Illustrate the components of a thank you letters. ➤ Develop a resume. ➤ Demonstrate phone skills in a person-to-person telephone conversation. <ul style="list-style-type: none"> ○ Resume, letter, buffer, negotiation, feedback, email, bulk mailing 	<p>Students will be able to: (i.e. do)...</p> <ul style="list-style-type: none"> ➤ Write proper business correspondence. ➤ Make phone calls to businesses within the community. ➤ Gather and collect data from businesses within the community. ➤ Critique the importance of business communications for the consumer and buyer. ➤ Formulate an email to a business within the community.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Business letter ➤ Chapter 4 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Operating a Small Business

Stage 3 – Learning Plan:
Develop basic business communication.
Power Benchmark/Competency:#4

Learning Activities:	Resources:
Read Chapter.	
Define vocabulary.	
Create a business letter, follow-up letter, and thank you letter.	
Phone outside business and collect given data.	
Compose an email.	

Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 1: Demonstrate basic knowledge of the being a sole proprietor.</p> <p>Established Goal /Competency # 5 Distinguish the business cycle.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> <th style="background-color: #ffffcc;">Global & Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communication</th> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X	X		Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
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X	X	X	X	X																	
<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ The business cycle is constantly in a change of flux. ➤ The business cycle consists of four parts that are sequential in nature. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ How are industrial goods different from consumer goods? ➤ What are the four factors of production? ➤ Under what circumstances does demand tend to be inelastic? ➤ What constitutes and change in the business cycle? ➤ Does the business cycle ever stop changing? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize the involvement of the free enterprise system in relationship to the cycles of business. ➤ The economy is driven by the consumer and fueled by the producer. <ul style="list-style-type: none"> ○ Economics, goods, services, capital, scarcity, profit, loss, elastic, inelastic, export, import, balance of trade, factors of production, land, labor, movement 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Differentiate between goods and services. ➤ Determine the three elements of every product. ➤ Articulate a supply and demand curve. ➤ Predict various movements of the supply and demand curves 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 2 Test ➤ Supply & Demand Curve worksheet 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Operating a Small Business

Stage 3 – Learning Plan:
Distinguish the business cycle
Power Benchmark/Competency:#5

Learning Activities:	Resources:
Read Chapter.	
Define vocabulary.	
Create	
Create a supply and demand curve.	

Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 2: Prepare a business plan.</p> <p>Power Benchmark/Competency #6: Differentiate the functions of management.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x		Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x	x	x	x																		
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x		x	x	x																	

<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Recognize the dual roles of business owners. ➤ Identify the management functions. ➤ Distinguish effective and ineffective management styles. ➤ Discover the variety of managerial positions within a company. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ Why is managing skills important to create net profit? ➤ Why is it important to delegate authority in a managerial role? ➤ Why is the manager and employee relationship so important in a business? ➤ What is the importance of managerial objectives?
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<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Interpret a flow chart in relationship to the hierarchy structure of a business. ➤ Develop characteristics of an effective manager. ➤ Analysis a job description. <ul style="list-style-type: none"> ○ Management, strategic planning, pert diagrams, quality assurance, performance evaluation, ratio analysis, variable cost, fixed cost 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Explain the purpose of a working management plan. ➤ Identify managerial functions. ➤ Identify production management. ➤ Identify the benefits of delegating responsibility. ➤ Understand the importance of financial analysis.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 21- 26 quiz ➤ Unit 4 Test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 2: Prepare a business plan.</p> <p>Power Benchmark/Competency #7: Develop a group business plan.</p> <p>Estimated Timeline: 5 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x		Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Incorporate all aspects of a business while forming student group business from startup. ➤ Construct a group business plan with marketing, production, and finance information. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What are the parts of a business plan? ➤ How are the parts of a business plan interacted? ➤ Why do businesses create the business plan? ➤ Since the business has never in operation, where do the financial numbers derive from? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create an operational group business plan ➤ Analysis all aspects of the business plan. <ul style="list-style-type: none"> ○ Profit loss, ownership, CEO, CFO, department head, venture, capital, startup, liquidation, embezzlement, forecasting 	<p>Students will be able to: (i.e. do)...</p> <ul style="list-style-type: none"> ➤ Create a group business plan for their student business. ➤ Evaluate the effectiveness of the group business plan. ➤ Formulate the marketing plan of the student group business. ➤ Formulate the financial plan of the student’s group business. ➤ Formulate the advertising plan of the student group business. ➤ Present the student business plan to the teacher for evaluation. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Group business plan grade sheet ➤ Group generated business plan 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 3: Create and operate a student owned business.</p> <p>Power Benchmark/Competency #8: Operate a group student business.</p> <p>Estimated Timeline: 5 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	x
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<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Incorporate all aspects of business ownership while owning a student business. ➤ Solve all managerial decisions that arise while operating a student business. ➤ Predict the profitability of the student business. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What benefit to society will the student’s group business provide? ➤ Why will this business be successful? ➤ What improvements are needed to generate more profits?
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<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Formulate a business plan. ➤ Practice business practices. ➤ Operate the daily activities of the student group business. <ul style="list-style-type: none"> ○ Net loss, net profit, operating expense, cost of goods sold, inventory 	<p>Students will be able to: (i.e. do)...</p> <ul style="list-style-type: none"> ➤ Brainstorm a business concept. ➤ Construct a partnership agreement. ➤ Form a partnership business. ➤ Practice managerial positions. ➤ Operate a student group business. ➤ Dissolve the student group business.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Create a business plan ➤ Model business plan. ➤ Net profit or net loss of business 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 3: Create and operate a student owned business.</p> <p>Power Benchmark/Competency #9: Develop an individual business plan.</p> <p>Estimated Timeline: 5 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x		x	x		Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
x		x	x																		
Math	Science	Reading	Social Responsibility	Communication																	
x		x	x	x																	

<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Incorporate all aspects of a business while forming student business from startup. ➤ Construct a business plan with marketing, production, and finance information. ➤ Formulate the various parts of the business plan and comprehend how all the parts relate to each other. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What two factors determine the content and format of the business plan? ➤ What is one way to organize all the data collected while research the feasibility of the business? ➤ Why is the business plan format is often considered more acceptable to bankers that entrepreneurs? ➤ How can a business plan help an entrepreneur determine if the business is feasible or not?
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<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create an operational business plan. ➤ Analysis all aspects of the business plan. <ul style="list-style-type: none"> ○ Profit loss, ownership, CEO, CFO, department head, venture, capital 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Create a business plan for their student business. ➤ Evaluate the effectiveness of the business plan. ➤ Formulate the marketing plan of the student business. ➤ Formulate the financial plan of the students business. ➤ Formulate the advertising plan of the student business. ➤ Present the student business plan to financial advisors for evaluation.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 9 test ➤ Business plan grade sheet ➤ Student generated business plan 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Operating a Small Business

Stage 1 – Desired Results:

<p>Power Standard 3: Create and operate a student owned business.</p> <p>Power Benchmark/Competency #10: Evaluate the social and moral responsibility of business.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication		x	x	x	x
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
x	x	x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
	x	x	x	x																	

<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ That all businesses create a waste product that will refuse, recycled, reused. ➤ Comprehend that all business decision directly or indirectly relate to the surrounding environment. ➤ Explain what constitutes socially responsible conduct in business. ➤ Suggest a procedure for developing a formal code of ethics. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ If a code of ethics is not written, how is it perpetual? ➤ Why are small businesses more likely to do things that are ethically questionable? ➤ What are three business practices that are unethical in the United States but may be acceptable abroad?
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<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Discover businesses responsibly to consumers. ➤ Compile a personal code of ethics. <ul style="list-style-type: none"> ○ Philanthropy, proactive, ethics, bribes, product dumping, norms, conflict of interest, written and unwritten codes 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Compose a personal code of ethics. ➤ Examine various cultures in regards to business practices. ➤ Analyze the United States business culture with compared to Mexico, Canada, etc.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Personal code of ethics ➤ Chapter 27 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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