



Business Management
Syllabus & Program of Study

Jan Stratton

2011 – 2012

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Copy of Business Blueprint (Competencies) will be included when available from the state.

Program of Studies

Recommended courses and activities students should complete prior to enrolling In Business Management:

- English: reading and writing are key components of the program. A grade level ability is preferred for acceptance.
- Math: Math Connections II or equivalent. (Embedded math available in program for 3rd math credit)
- 2 social studies credits (3rd social studies available at RTCC)
- 2 science credits
- Physical education requirements
- Fine arts credit
- Health

Credit available through program:

- Embedded math
- Practical art, if required by sending school
- English—required of all Tech Center students. Additional embedded English credit may be available
- Community service hours
- Tech project (replaces senior project for sending school)
- On Your Own, if required by sending school
- Other graduation requirements available through companion courses at RUHS

Articulation Agreements and Dual Enrollment Courses available:

- Office Accounting—CCV
- Microcomputer Applications I—CCV, VTC
- Introduction to College Studies—voucher for college course
- 3 credit business course—in process with New Hampshire Technical College
- CCV credit requires specific Accuplacer scores in reading comprehension, sentence structure, and arithmetic before credit is approved. Testing is included in Business Management program.

Industry Recognized Credentials:

- Career Safe Online Certification
- First Aid and CPR
- National Retail Federation Customer Service Certification—in process
- IC3 certification may be available for returning seniors
- MOS (Microsoft Office Specialist) certification in Word or Excel may be available for seniors

Colleges which Business Management students have attended:

- Vermont Technical College
- Community College of Vermont
- Lyndon State College
- Johnson State College
- Bay Path College (Mass.)
- University of Vermont
- Thomas College (Maine)
- Clinton Community College (NY)
- Norwich University
- New England School of Hair Design
- The Business Management program provides a foundation for application to any colleges and universities with Business programs

Positions recently held by Business Management students:

- Orange County Mental Health—Human Resource Manager
- Randolph National Bank—Teller
- Aadco Medical—Receptionist, Marketing, Sales
- Capital Candy—Customer Service, Account Manager
- Plato’s Closet—Store Manager
- Gifford Medical Center—Patient Registration, Records Management
- NAPA Auto Parts—Customer Service
- VT Economic Development Corporation—Administrative Assistant
- VT Small Business Development Center—Administrative Assistant
- Shaw’s—Accounting Intern
- Salon O’Brien, University Mall—aesthetician
- Mary Kay Cosmetics Sales Representative—personal assistant
- The content of the Business Management program provides a basis for employment in any area of interest. Since all careers require business skills, students whose interests range from child care to carpentry, from the fine arts to the medical field, find that the skills learned in Business Management assist them in obtaining employment in their chosen careers.

Be involved in at least 4 activities—Button Up, conferences, Food Bank, Adopt a Family, fund raising events, Executive Board

IRC (Industry Recognized Credential) Two required

Brainbench or National Retail Association Customer Service Certificate

CCV Office Accounting credits

CCV Office Procedures credits

Successful completion of one VTC or CCV course

Microsoft Office Specialist or Expert Certification—Word, Excel, and/or Power Point

Online Career-Safe Certification

First Aid and CPR

REAL certification

Maintain Own Grade Spreadsheet

Maintain Professional Portfolio

Marketing/Advertising:

Complete assignments with 80% accuracy

Plan and create a minimum of two window displays

Math Assessment and Instruction:

Complete Accuplacer in fall and spring

Show improvement in Accuplacer score (goal: passing score)

Complete math assignments with passing average

Professional Behavior and Attire:

Be professionally dressed at least 80% of the required days

Be professionally dressed at all DECA conferences

Maintain professional behavior at all times, or be actively engaged in a behavior improvement plan

Reading:

Document a minimum of 250 pages per marking period (almost any source is acceptable)

REAL/Business Management:

Participate in at least 80% of the activities

Safety:

Complete Career Safe Online Basic

Participate in safety presentations in classroom

Tech project:

Paper—with Mr. Poindexter

Documented time for at least 15 hours on project (additional 15 will be on Business Plan)

Passing score on final presentation

BM Program Curriculum Map--Safety
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
August – September 2010	Safety	<p>Students will know the general safety requirements in all businesses and offices</p> <p>Students will know what owners and employees can do to avoid unsafe practices in businesses and offices</p> <p>Students will understand safety requirements related to:</p> <ul style="list-style-type: none"> • Fire extinguishers, evacuation drills, fire drills • Electrical outlets, cord storage • Ladders, scaffolding, second story or loft access • Box cutter, knife, and scissor use and storage • Lifting techniques • First aid certification (when available) • How to react to a robbery • Ergonomics: computers, chairs, keyboards 	Vermont Dept. of Ed. Business Cluster Competencies: Core H: <i>Safety in the Workplace Environment</i>	<p>On line safety course: Career Safe Online</p> <p>Internet and general textbook sources for safety information</p> <p>Small group and/or individual presentations on safety topics</p> <p>Competency topic: Demonstrate Safety and Health in the Office Environment</p> <p>MSDS sheets</p> <p>Primary sources: nurse, Public Safety demonstration for fire extinguisher use</p> <p>Evacuation drill to elementary school</p> <p>First aid instructor if available. Examination of first aid kit</p>	<p>Career Safe Online certificate upon successful completion of 10 units and 10 tests</p> <p>Choice points or 10 marking period points upon completion of presentation. Demonstration by each student is required for safe lifting, use of fire extinguisher, use of box cutter Safety Quiz</p> <p>Certification for first aid and CPR if instructor is available</p>

BM Program Curriculum Map—Team Building

2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
<p>Sept – Oct.</p> <p>Year long involvement in school-based enterprises (BSE)</p>	<p>Team Building and Intro to Business Management</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn the names and interests of the members of their program. • Learn to work as a team with a diverse group • Be able to explain the value of teamwork in both personal and professional arenas • Develop a team model with other programs • Understand how to build a team in the workplace 	<p>Vermont Dept. of Education—</p> <p><i>Business Cluster Core</i></p> <p><i>Competencies:</i></p> <p>D—Demonstrate Leadership and Teamwork</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p><i>Management Concentration</i></p> <p><i>Competencies:</i></p> <p>K—Demonstrate Knowledge of Personnel Management & Supervision</p>	<p>REAL Activities:</p> <ul style="list-style-type: none"> • M& M’s • Cooperation Countdown • TP Squares • 2 Lies & a Truth • Murder Mystery • Handbook Scavenger Hunt • RTCC Scavenger Hunt • Yarn Toss • Where Am I From? • Structures • Class Norms • Broken Squares • Toxic Spill <p>Choose program businesses, positions, names. Participate in SBE throughout year</p>	<p>Teacher observation</p> <p>Individual reflective writings</p> <p>Program and cross-program meeting minutes</p> <p>Results of written tests and role plays from state DECA competition</p> <p>Student log of community service hours</p> <p>Student documentation of participation in REAL activities</p> <p>State mandated final assessment</p>

*Learning Intention

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
				Cross-program company creation and involvement DECA participation Program and Centerwide community service activities	

Business Management Curriculum Map—Career & College Exploration
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
September - October	Career and college exploration	<p>Students will know:</p> <ul style="list-style-type: none"> • how to identify a career path. • their learning styles and strengths/intelligences. • what skills and abilities are needed to be successful in any career (team work, goal setting, business dress and etiquette) • how to develop the skills and abilities they need. • how to find a suitable college/technical school, and how to finance it. • how to get the desired job. 	<p>Vt. Dept. of Education – <i>Business Cluster Core Competencies:</i></p> <p>D--Demonstrate Leadership & Teamwork</p> <p>E—Demonstrate Employability and Career Development Skills</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>I—Demonstrate Use of Technology in the Office Environment</p> <p><i>OSSU Primary Standards:</i></p> <p>1.0 Communication</p> <p>2.0 Critical Thinking</p>	<p>O’Net Interest Survey</p> <p>Career Exploration Inventory, EZ</p> <p>Teacher generated interest surveys</p> <p><i>Do What You Are</i> online survey</p> <p>Occupational Outlook Handbook</p> <p>DISC Personality Typing</p> <p>Gardner’s Multiple Intelligences Surveys</p> <p>“7 Kinds of Smart” survey by T. Armstrong</p> <p>“Visualize Your Future” guided activity</p> <p>“Choices” online</p> <p>Article Summaries: College and Career articles</p> <p><i>Mary Kay</i> Business</p>	<p>Assessment checklist and gradesheet for Career Exploration requirements</p> <p>Group poster for personality typing</p> <p>Written reflections on surveys and job shadows</p> <p>Completed college information collection chart</p> <p>Graded article summary report forms</p> <p>Log of progress meeting goals</p> <p>English grade assessment sheet for essay</p> <p>Improvement in Accuplacer and/or TABE pre and post tests</p> <p><i>Get a Job</i> packet assessment sheet</p> <p>Business Dress presentation</p> <p>Rubric for Business Customs</p>

			<p>and Problem Solving</p> <p>3.0 Personal & Social Development</p> <p><i>OSSU Priority Standards:</i></p> <p>1.18 Information Technology-- Research</p> <p>1.19 IT Informational Sources</p> <p>1.20 Communication of Data</p> <p>1.21 IT Selection</p> <p>1.22 Simulation & Modeling</p> <p>5.14 Responding to Media</p> <p>7.10 Math Problem Solving</p>	<p>Dress/Attitude guest speaker</p> <p>REAL Goal Setting Activities :</p> <ul style="list-style-type: none"> • Smarties • House of Cards • Real Goal Setting • Life Goals Survey <p><i>Airplanes</i> goal setting activity</p> <p>Laminated pictures</p> <p>College application essay</p> <p>College view books</p> <p>College Fair</p> <p>Interviews and job shadows with local business owners</p> <p>Online college sites</p> <p>Co-op placement</p> <p>ICS class completion</p> <p>College applications</p> <p>Accuplacer and/or TABE</p> <p>Completion of RTCC's Career Plan Form</p>	<p>PowerPoint</p> <p>Self assessment of job interview</p> <p>Rubric from mock interview with advisory board member</p> <p>Choice points</p> <p>Acceptance(s) to college(s)</p> <p>Completion of Intro to College Studies, and use of voucher for college credit course</p> <p>Complete, organized Portfolio</p>
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				<p>Downtown Randolph career skills scavenger hunt</p> <p>International Business Customs PowerPoint</p> <p>Use of voucher for college class</p> <p><i>Get a Job</i> packet: resume, cover letter, local application forms, formal mock interviews with advisory board members</p>	
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Business Management Program Curriculum Map—Computer Applications
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
Year	Computer Applications	<p>Students will know:</p> <ul style="list-style-type: none"> • What can be done to a word processed file to make it look more professional. • How an Excel file can be used for financial records. • How software can enhance any oral presentation. • How accounting software can be used in a small business. 	<p>VT Dept. of Education—<i>Business Cluster Core Competencies:</i></p> <p>B—Use English, Language Arts to Communicate Effectively</p> <p>C—Demonstrate Customer Sales and Service Skills in an Office Environment</p> <p>E—Demonstrate Employability and Career Development Skills</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>G—Demonstrate Ethics and Legal Responsibility</p> <p>I—Demonstrate Use of Technology in the Office Environment</p>	<p>Microsoft Office 2007</p> <p>Labyrinth Series textbooks: Office 2007 for Excel, Word, Power Point</p> <p>Century 21 Accounting Textbook, Ed. 7</p> <p>Business Management program company</p> <p>Collaborative companies with other programs and CTSOs</p> <p>Online research, including internet scavenger hunt</p> <p>Teacher-created projects: mock newspapers, country customs Power Points, “About Me” PowerPoint; ads for businesses</p> <p>Quick Books software</p> <p>Teacher-led application</p>	<p>Successful completion of Labyrinth textbook projects</p> <p>Collaborative newspaper rubric</p> <p>Maintenance of Excel worksheets and charts</p> <p>Choice Points</p> <p>International Business Customs presentation rubric</p> <p>Teacher and student evaluation of subsidiary financial statements</p> <p>Teacher observation: student use of appropriate software for any given task</p> <p>Business plan competition results</p> <p>Small group newspaper assessment</p> <p>Rubrics for Power Point presentations</p> <p>College credit: Microsoft Applications and Office</p>

				explorations	Accounting
			VT Dept. of Education— <i>Business Cluster Management Competencies:</i> J —Develop a Business Plan K —Demonstrate Knowledge of Personnel Management and Supervision M —Manage Operations and Production N —Perform Marketing Functions O —Perform Financial Functions Utilizing Mathematics in Management P —Communicate in Management Occupations	Student maintained logs for community service hours, reading, tech project hours Student maintained financial documents for subsidiary businesses Library books on international business etiquette REAL: Excel based activities Budget packet Get a Job packet Business Plan Final presentation	Portfolio samples: PowerPoint, charts, Excel documents, accounting Final presentation rubric

Business Management Program Curriculum Map—Financial Literacy & Business Math
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
On going throughout year	Financial Literacy and Business Math	<p>Students will know the basic accounting cycle and how it is completed in a small business.</p> <p>Students will know how to design and maintain an annual budget.</p> <p>Students will know how to use and maintain a checkbook and credit card.</p> <p>Students will know how to complete Income Tax Form 1040EZ, and VT income tax forms.</p> <p>Students will understand how loans and interest work, and be able to complete a simple loan application.</p> <p>Students will be able to use fractions, decimals, and percents</p> <p>Students will understand the impact of advertising on a business</p> <p>Students will determine pricing for inventory</p> <p>Students will make change, make biweekly deposits, and maintain profit and loss statements</p>	<p>VT Dept. of Education—<i>Business Cluster Core Competencies:</i></p> <p>F—Demonstrate Problem Solving and Critical Thinking I—Demonstrate Use of Technology in Office Environment</p> <p><i>Management Concentration Competencies:</i></p> <p>J—Develop a Business Plan K—Demonstrate Knowledge of Personnel Management and Supervision M—Manage Operations and Production N—Perform</p>	<p>Century 21 Accounting textbook and working papers, 8th ed.</p> <p>Microsoft Excel 2007</p> <p>Checkbook simulation</p> <p>Sample credit card applications</p> <p>Personal budget packet</p> <p>Sample loan applications</p> <p>Field trip to bank</p> <p>Business program subsidiaries (SBE)</p> <p>ARVOCE account deposit forms</p> <p>Current income tax forms: 1040EZ, VT</p> <p>Payroll worksheets</p> <p>Guest speakers</p>	<p>Chapter quizzes and mastery problems for accounting</p> <p>Choice points</p> <p>Final exam—CCV Accounting</p> <p>Payroll quizzes</p> <p>Skill demonstrations and quizzes for checkbook, credit card applications, taxes</p> <p>Successful completion of personal budget packet</p> <p>Practical application of financial planning with Building Trades, subsidiaries (SBEs), DECA</p> <p>Presentation re: payroll posters</p> <p>Professional assessment of business plans</p> <p>VT Business Plan competition</p> <p>Successful fundraising for DECA state and national competition</p>

			<p>Marketing Functions</p> <p>O—Perform Financial Functions Utilizing Mathematics in Management</p> <p>P—Communicate in Management Occupations</p> <p><i>OSSU Primary Standards:</i></p> <p>4.0 Communication</p> <p>5.0 Critical Thinking and Problem Solving</p> <p>6.0 Personal & Social Development</p> <p><i>OSSU Priority Standards:</i></p> <p>1.18 Information Technology--Research</p> <p>1.19 IT Informational Sources</p> <p>1.20 Communication of Data</p> <p>1.21 IT Selection</p> <p>1.22 Simulation & Modeling</p> <p>5.14 Responding to Media</p> <p>7.10 Math Problem</p>	<p>Stock Market game (?)</p> <p>DECA fundraising</p> <p>Collaborative business with Building Trades</p> <p>REAL activities:</p> <ul style="list-style-type: none"> • Markolini • Go With the Flow • Out of the Shoebox • Cash Flow on the Right Side of the Brain • The Payroll Mystery • Pricing for Profit • Toni's T-Shirts • A Family Bought a House • Sweet Thang • Clay Potts • How Much is that Money in the Window <p>Vending machines</p> <p>Examination of Payroll posters</p> <p>Teacher generated advertising packet</p> <p>Key Curriculum mini textbooks: Fractions, Percents, Decimals, Algebra I</p> <p>Business plan financial</p>	<p>Scholarships and awards at end of year from subsidiaries and collaboratives</p> <p>Co-operative education placements (local bank, other)</p>
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			Solving	section	
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Business Management Program Curriculum Map—Community Involvement
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
Throughout year	Community Involvement	Students will: <ul style="list-style-type: none"> • Understand that “community” has many definitions • Understand the personal value of involvement in their communities • Understand the financial impact of a business’s involvement in the community • Understand and evaluate the ethical vs legal differences in community contact situations 	VT Dept. of Education— <i>Business Cluster Core Competencies</i> : B —Use English, Language Arts to Communicate Effectively F —Demonstrate Problem Solving and Critical Thinking G —Demonstrate Ethics and Legal Responsibility I —Demonstrate Use of Technology in the Office Environment	Button Up Day Adopt-a-Family Blood Drives Senior Center Family requirements VTC apple orchard VT Foodbank Activity: My Community Values activities, including budget packet Mission statements from companies Teacher generated simulations: <ul style="list-style-type: none"> • Peonies and Pekinese • Lost & Found Money • Farmer Fred and Neighbor Ted • My Boyfriend • Business Error role play 	Completion of 50 hours of community involvement Student participation in role plays Choice points Brainstorm of “communities” of which student is a member Completion of budget packet and career/college interest inventories Completion of mission statement for business plan Completion of resume, including community involvement section Class discussion Student written reflections

Business Management Program Curriculum Map—Writing a Business Plan Overview
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
Second Semester	Writing a Business Plan	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the skills needed to become a successful entrepreneur • Research how the demographics of an area impact a business's success • Complete market research • Identify how competitors enhance any business • Develop customer service expertise • Design the layout of a business • Develop personnel management skills • Identify pros and cons of different legal structures for a business • Develop advertising skills • Understand how the 5 P's (product, placement, price, people, promotion) impact business decisions • Understand and utilize a "break even analysis" • Understand and create cash flow spreadsheets • Write a comprehensive business plan 			

Business Management Program Curriculum Map: Business Plan Introduction
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
<p>Throughout first semester.</p> <p>Beginning of second semester: January—2 weeks</p>	<p>Introduction to Business Planning and Entrepreneurship</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the skills needed to become a successful entrepreneur • Understand the connection between being a good employee and a good employer • Learn how to overcome some of the stresses that impact many employees and employers 	<p>VT Dept. of Education –</p> <p><i>Business Cluster Core Competencies:</i></p> <p>A—</p> <p>B—Use English Language Arts to Communicate Effectively</p> <p>D--Demonstrate Leadership & Teamwork</p> <p>E—Demonstrate Employability and Career Development Skills</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>I—Demonstrate Use of Technology in the Office Environment</p> <p>VT Dept. of Education –</p> <p><i>Business Cluster Management</i></p>	<p>Advisory Board</p> <p>REAL workbook</p> <p>REAL activities:</p> <ul style="list-style-type: none"> • Entrepreneurship Bing • Am I Entrepreneurial Material? • Dollar Scholar • Micro-Enterprise Ideas • Mix and Match • Testing, Testing, 1, 2, 3, 4 • What Will Happen to that S.O.B. • Are We Having Funds Yet? • Downtown Ventures • Banker/Entrepreneur <p>Downtown Randolph Scavenger Hunt</p> <p>Career and Interest Exploration packet (see College & Career unit)</p> <p>English assignments</p>	<p>Brainstorm of potential advisory board members</p> <p>Article Summary Forms</p> <p>Choice Points for REAL activities</p> <p>Downtown Randolph Scavenger Hunt chart and reflection forms</p> <p>Downtown Ventures reflection form</p> <p>English graded assignments</p> <p>Assessment for College & Career Exploration packet</p>

Business Management Program Curriculum Map: Business Plan Product/Service
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
January - February	Identify product or service for own business	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the factors that influence the probable success or failure of a business venture, including emerging trends in business • Understand how to identify and fill a niche market • Generate creative products/services 	<p>VT Dept. of Education –</p> <p><i>Business Cluster Core Competencies:</i></p> <p>B—Use English Language Arts to Communicate Effectively</p> <p>D--Demonstrate Leadership & Teamwork</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>VT Dept. of Education –</p> <p><i>Business Cluster Management Competencies:</i></p> <p>J—Develop a Business Plan</p> <p>N—Perform Marketing Functions</p>	<p>Advisory Board</p> <p>REAL workbook</p> <p>REAL activities:</p> <ul style="list-style-type: none"> • Let Your Fingers Do the Walking • Plugging the Leaks • Slug Slime • Dodecahedron • Trash to Treasures • Niches • SWOT Your Business Idea • Setting Up Shop <p>101 Best Businesses to Start</p> <p>Telephone books</p> <p>Interviews with staff & friends</p> <p>10 Idea Brainstorm</p> <p>ID trade associations and organizations</p>	<p>Article Summary Forms</p> <p>Choice Points for REAL activities</p> <p>English graded assignments</p> <p>Profit from program and cross-program businesses</p> <p>Graded Part 1 of Business Plan</p> <p>Business Plan competition assessment</p> <p>Final presentation grade from panel judges</p>

Business Management Program Curriculum Map: Business Plan Marketing
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
February - April	Business Planning--Marketing	<p>Students will:</p> <ul style="list-style-type: none"> • understand how to identify a “target market” • understand how to locate, interpret and use demographic information • understand how competition influences a business’s success or failure • understand and demonstrate appropriate customer service skills • create a comprehensive marketing plan for a product or service 	<p>VT Dept. of Education –</p> <p><i>Business Cluster Core Competencies:</i></p> <p>A—Demonstrate an Understanding of Business Systems</p> <p>B—Use English Language Arts to Communicate Effectively</p> <p>C—Demonstrate Customer Sales & Service</p> <p>D--Demonstrate Leadership & Teamwork</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>I—Demonstrate Use of Technology in the Office Environment</p>	<p>Advisory Board</p> <p>REAL workbook</p> <p>Article summaries</p> <p>REAL activities:</p> <ul style="list-style-type: none"> • People Like Us • The Lay of the Land • Mapping the Community • Finding Common Ground • Zero In On Your Market • Gail’s Great Outdoors • Opportunity or Disaster? • Toys Are Us or Them • I Buy, Therefore I Am A Customer • Putting the Customer’s Interests First • Boffo’s Balloons • Mainline Gift Shop • Diapers, Cabinets, 	<p>Article Summary Forms</p> <p>Choice Points for REAL activities</p> <p>Real workbook and journal entries</p> <p>Demographic report rubric</p> <p>Berwyn assessment sheets</p> <p>Debra Schmidt Customer Service assessments</p> <p>Checklist for Jeans Ads</p> <p>Advertising packet assessment</p> <p>Greeting card assessment</p> <p>Business Plan Competition</p> <p>DECA state display competition</p> <p>Financial success with cross-program businesses</p> <p>Financial success with Business Management program businesses</p> <p>Final presentation</p>

Business Management Program Curriculum Map: Business Plan Operations
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
April - May	Business Planning-- Operations	<p>Students will:</p> <ul style="list-style-type: none"> • understand and identify three types of business structures, and identify pros and cons of each • understand state and federal employee/employer laws • locate regulations and licenses related to a specific business • understand basic types of insurance, and how to manage risk • understand how to plan the layout of a facility • identify and locate the supplies and equipment necessary to open a business 	<p>VT Dept. of Education –</p> <p><i>Business Cluster Core Competencies:</i></p> <p>A—Demonstrate an Understanding of Business Systems</p> <p>B—Use English Language Arts to Communicate Effectively</p> <p>D--Demonstrate Leadership & Teamwork</p> <p>E—Demonstrate Employability and Career Development Skills</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>G—Demonstrate Ethics & Legal Responsibility</p> <p>I—Demonstrate Use of Technology in the</p>	<p>Advisory Board—mock interviews</p> <p>REAL workbook—p 83</p> <p>Article summaries</p> <p>REAL activities:</p> <ul style="list-style-type: none"> • Payroll Expenses: The Payroll Mystery • Are You Liable to Be Liable? <p>Internet for research</p> <p>MS Office—organization flow chart</p> <p>Federal & state payroll posters</p> <p>Berwyn:</p> <ul style="list-style-type: none"> • Ice Cream Store • Job 10—Employee Work Habits <p>Ruth ‘s Activity: Gender Equity in Baby Announcements</p>	<p>Article Summary Forms</p> <p>Choice Points for REAL activities</p> <p>Real workbook and journal entries</p> <p>Berwyn assessment sheets</p> <p>Payroll poster presentation checklist</p> <p>Berwyn ice cream shop layout competition</p> <p>Berwyn Employee Work Habits assessment</p> <p>Greeting card assessment</p> <p>Discussion re hiring considerations</p> <p>Business Plan Competition</p> <p>DECA state display competition</p> <p>Financial success with cross-program businesses</p> <p>Financial success with Business Management program businesses</p>

Business Management Program Curriculum Map: Business Plan Financials
2010 - 2011

Term	Unit	Focus of Instruction*	Competency or Assessment Standard	Instructional Materials & Resources	Assessment & Materials
May - June	Business Planning--Financials	<p>Students will:</p> <ul style="list-style-type: none"> • complete Tax Form 1040EZ • complete VT Income Tax forms • calculate payroll • determine start up costs of a business • understand and use a cash flow chart • complete a “break even” analysis • understand and create an income statement 	<p>VT Dept. of Education –</p> <p><i>Business Cluster Core Competencies:</i></p> <p>B—Use English Language Arts to Communicate Effectively</p> <p>D--Demonstrate Leadership & Teamwork</p> <p>F—Demonstrate Problem Solving and Critical Thinking</p> <p>I—Demonstrate Use of Technology in the Office Environment</p> <p>VT Dept. of Education –</p> <p><i>Business Cluster Management Competencies:</i></p> <p>J—Develop a Business Plan</p>	<p>Advisory Board—mock interviews</p> <p>REAL workbook</p> <p>Article summaries</p> <p>REAL activities:</p> <ul style="list-style-type: none"> • A Day at the Flea Market • Markolini • Cash Flow on the Right Side of the Brain • Pricing for Profit • DCV Pricing • The Price is Right • Toni’s T-Shirts • A Family Bought a House • Go With the Flow • Clay Potts • Sweet Thang • Out of the Shoebox • Welda Rodd • How Much is that Money in the Window • Stepping Stones to 	<p>Article Summary Forms</p> <p>Choice Points for REAL activities</p> <p>Real workbook and journal entries</p> <p>Berwyn assessment sheets</p> <p>Income Tax quiz</p> <p>Business Plan Competition</p> <p>DECA state competition</p> <p>Financial success with cross-program businesses</p> <p>Financial success with Business Management program businesses</p> <p>Final presentation</p>

Name:					
Business Management					
1st Quarter 2010 - 2011					
<u>Assignment</u>	<u>My Points</u>	<u>My Total</u>	<u>Possible Points</u>	<u>Possible Total</u>	<u>Average</u>
Extra Credit		0		0	#DIV/0!
Article Summary #1--Bullying	8	8	10	10	80%
Article Summary 2--Miserable at Work	10	18	10	20	90%
Article Summary #3--College Applications	9	27	10	30	90%
First English deadline met	10	37	10	40	93%
Business Dress Presentation	10	47	10	50	94%
Business Dress Weeks 4 -	30	77	30	80	96%
Article Summary #4--Skills or Network	10	87	10	90	97%
Safety Presentation	10	97	10	100	97%
Safety Quiz	11	108	13	113	96%
Intro to Career Exploration packet	58	166	60	173	96%
Recommendation Request	15	181	15	188	96%
College Search Chart	15	196	15	203	97%
Article Summary #5 -- Psychopath?	9	205	10	213	96%
Article Summary #6--Stall Career	10	215	10	223	96%
Article Summary #7--Moody CoWorkers	7	222	10	233	95%
Article #8--College To-Do List		222		233	95%
Business/College Reflections	20	242	20	253	96%
Country PowerPoint	50	292	50	303	96%
Letters of Recommendation	30	322	30	333	97%
200 Choice Points	180	502	200	533	94%
Reading Log	20	522	75	608	86%
Professional Behavior/Demeanor	20	542	25	633	86%
Community Service--15 hours	30	572	30	663	86%
Portfolio	82	654	84	747	88%

The following are possible selections for your 200 points for first quarter 2010 - 2011. You are responsible for documenting what you do, and for maintaining a log of your time and activities. You may earn a maximum of 50 points from any one category, except for companion courses. **Each** companion course is worth 50 points. (No points for an 8:00 - 8:50 class.) Please feel free to suggest other activities which you believe are worth points.

Name _____

Activity	Possible Pts.	My Points	Comments
Companion class:	50		
Companion class:	50		
Intro to College Studies	50		
Math facts	5 per hour practice		
First Aid Certification	15		
CPR Certification	15		
Additional reflections & visits	10 each		
Additional article summaries	5 each		
Additional reading over 250 pages	5 per 25 pages		
Math sheets	1/2 per page		
Math test	5 per corrected test		
Accounting Mastery: when correct	10 points each		
Keyboarding improvement	5 per hour practice		
Accounting challenge problems	5		
Corner display	10		
7 Habits Writings	10 per chapter		
Community Involvement over 15 hrs.	5 per hour		
Career Safe Online Completed	20		
Accuplacer practice	5 per hour practice		
Berwyn Activities	5 each		
Subsidiary time out-of-school	5 per hour		
DECA meetings	5 per meeting		
SAT prep classes	20		
Reading fluency training	10 per week		
Acct. Study guides	5 - 10 per chapter		
Register to vote	5		
Tech project hours begun	5 per hour		
Extra credit			