COURSE TITLE: Entrepreneurship

Course Description:
Entrepreneurship focuses on the skills needed to organize, develop, create, and manage a business in a variety of environments. Course standards are designed to foster an entrepreneurial mindset; encourage innovation, critical thinking, and problem-solving in a fast-paced professional setting; and build basic knowledge of various entrepreneurial ventures.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Foundations of Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Marketing Information Management</td>
<td></td>
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<tr>
<td>4</td>
<td>Business Plan</td>
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<tr>
<td>5</td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Legal Issues</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Product and Service Planning</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Distribution</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Pricing</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Selling and Promotion</td>
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<tr>
<td>11</td>
<td>Ethics</td>
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</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Foundations of Entrepreneurship

Content Standards
1. Explain the concepts and processes associated with successful entrepreneurial performance.
   1a. Identify political and economic factors that encourage and support entrepreneurship.
   1b. Identify and analyze characteristics of a successful entrepreneur, citing examples from the business world.

2. Discuss the entrepreneurial discovery process and the risks and rewards of being an entrepreneur.
   2a. Assess global trends and opportunities for establishing new businesses.
   2b. Identify possible opportunities for creating new businesses on the local, state, and/or national level.

3. Explain the fundamental concepts of business ownership.
   3a. Discuss the role of competition in a private, free-enterprise system.
   3b. Explain the effects of competition on buyers and sellers.

4. Compare and contrast types of business ownership, indicating their advantages and disadvantages for entrepreneurs.

Unpacked Learning Objectives

Students know:
- The concepts and processes associated with successful entrepreneurial performance.
- The political and economic factors that encourage and support entrepreneurship.
- The characteristics of a successful entrepreneur, citing examples from the business world.
- The entrepreneurial discovery process and the risks and rewards of being an entrepreneur.
- Global trends and opportunities for establishing new businesses.
- Possible opportunities for creating new businesses on the local, state, and/or national level.
- The fundamental concepts of business ownership.
- The role of competition in a private, free-enterprise system.
- The effects of competition on buyers and sellers.
- The types of business ownership, indicating their advantages and disadvantages for entrepreneurs.

Students are able to:
- Describe the concepts and processes associated with successful entrepreneurial performance.
- Recall the concepts and processes associated with successful entrepreneurial performance.
- Describe political and economic factors that encourage and support entrepreneurship.
- Describe the characteristics of a successful entrepreneur, citing examples from the business world.
● Investigate the characteristics of a successful entrepreneur, citing examples from the business world.
● Explain the entrepreneurial discovery process and the risks and rewards of being an entrepreneur.
● Determine global trends and opportunities for establishing new businesses.
● Give examples of possible opportunities for creating new businesses on the local, state, and/or national level.
● Interpret the fundamental concepts of business ownership.
● Describe the role of competition in a private, free-enterprise system.
● Describe the effects of competition on buyers and sellers.
● Distinguish between the types of business ownership, indicating their advantages and disadvantages for entrepreneurs.

**Students understand that:**
● Knowing the concepts and processes of entrepreneurial performance can help one become a successful entrepreneur.
● Political factors, both local and governmental, and entrepreneurship influence economic growth.
● Knowing the characteristics of a successful entrepreneur can help leaders become more capable and run their business more confidently.
● Entrepreneurs need to keep up with market trends in order to maintain a competitive edge.
● Small businesses make a huge impact on local communities and can stimulate the economy.
● Competition among companies can spur the invention of new or better products or more efficient processes.
● Entrepreneurs must weigh the pros and the cons of each type of business and carefully decide whether the risk is worth the reward.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is Entrepreneurship?</th>
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</thead>
<tbody>
<tr>
<td><strong>Exemplar High Quality Unit Task</strong></td>
<td>Students will research an entrepreneur of their choice and create a multimedia project of their choice (presentation, short documentary film, infographic) telling their story. The presentation must contain: Brief history of the entrepreneur, history of their business, their successes or failures, and traits the entrepreneur possesses.</td>
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# Map of Student Learning by Learning Objective

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<tr>
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<tbody>
<tr>
<td>Students will discuss the concepts and processes associated with successful entrepreneurial performance.</td>
<td>Formative: Checking for understanding of student progress. Summative: Oral and Written Reports</td>
<td>Students will participate in: ● Case Studies ● On-line Research ● Business tours/visits Students will create a report on successful entrepreneurial performance based on research, case studies and business tours/visits and present to the class.</td>
<td>ELA: Write a brief explanatory essay about the concepts and processes associated with successful entrepreneurial performance.</td>
<td>Student Textbook (hardcopy or digital) Student Activity Workbook Teacher resources/text</td>
</tr>
<tr>
<td>Students will recognize the political and economic factors that encourage and support entrepreneurship.</td>
<td>Formative: Teacher will check the understanding of students progress. Summative: Presentation/Report</td>
<td>Students will work in groups to research the political and economic factors that encourage and support entrepreneurship using Venn Diagrams, and interviewing an entrepreneur. Think, pair and share</td>
<td>ELA: Write a brief explanatory essay about the political and economic factors that encourage and support entrepreneurship. ELA: Discussion Starters Pre-teaching Skills Practices</td>
<td>Projector, smartboard, laptop, desktop, chromebook, online study tools</td>
</tr>
<tr>
<td>Students will recognize the characteristics of a successful entrepreneur, citing examples from the business world.</td>
<td>Formative: Observation of student progress. Summative: Report/Presentation</td>
<td>A local entrepreneur will speak to the class about his/her business and students will write a report outlining the characteristics of why they feel this is a successful business. Notetaking Guide Think, pair and share</td>
<td>SCI: Students will compare and contrast political and economic factors. ELA: Write a brief explanatory essay about the characteristics of a successful entrepreneur, citing examples from the business world using outside research and MLA (or another specified style) for Works Cited. SCI: Setup real-world opportunities for the students with a virtual conference call or invite a successful entrepreneur to speak about citing examples from the business world. Teacher Resources, Student Textbook(hardcopy or digital) Smartboard and Projector, Chromebook/desktop</td>
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<tr>
<td>Students will describe the entrepreneurial discovery process and the risks and rewards of being an entrepreneur.</td>
<td>Formative: Teacher observation of students discussing the entrepreneurial process. Summative: Oral Presentations</td>
<td>Guest Speakers Business tour/visit Venn Diagram of risk and rewards of an entrepreneur. Students will write an essay concerning the risk and rewards of being an entrepreneur.</td>
<td>ELA: Write a brief explanatory essay about the entrepreneurial discovery process and the risks and rewards of being an entrepreneur. On-line programs, Student Textbooks and workbooks</td>
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<tr>
<td>Students will evaluate global trends and opportunities for establishing new businesses.</td>
<td>Formative: Teacher observation of student evaluation Summative: Objective Test</td>
<td>Students will conduct Independent and Group Research of global trends and opportunities for establishing new</td>
<td>ELA: Write a brief explanatory essay about global trends and opportunities for Student Textbooks/workbooks Chromebook/desktop</td>
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<tr>
<td>Activity Description</td>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
<td>Technology/Media Used</td>
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<tr>
<td>Students will recognize possible opportunities for creating new businesses on the local, state, and/or national level.</td>
<td>Formative: Teacher observation of students' progress.</td>
<td>Students will participate in job shadowing, business tour opportunities and research to gain knowledge of opportunities for creating new businesses on several levels.</td>
<td>Chromebook/desktop Smartboard/projector</td>
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<td>Summative: Oral Presentations</td>
<td>ELA: Write a brief explanatory essay about possible opportunities for creating new businesses on the local, state, and/or national level and use writing in presentations/speech to class.</td>
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<td></td>
<td>SCI: Students will research and create a PowerPoint presentation on possible job opportunities and incorporate charts and graphs into the presentation.</td>
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<tr>
<td>Students will discuss the fundamental concepts of business ownership.</td>
<td>Formative: Teacher observation of students' progress.</td>
<td>Define Vocabulary Note taking guide</td>
<td>Student textbook/workbook</td>
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<td></td>
<td>Self Assessments Questions</td>
<td>Q&amp;A</td>
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<td></td>
<td>Summative: Objective test</td>
<td>ELA: Actively listen during class discussion and take notes using a GRAPHIC ORGANIZER</td>
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<td>ELA: Write a brief explanatory essay about a specific fundamental concept of business ownership.</td>
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<tr>
<td>Students will explain the role of competition in a private, free-enterprise</td>
<td>Formative: Teacher observation of students explaining competition in a</td>
<td>Peer Teaching Case Studies</td>
<td>Chromebooks/desktop computer</td>
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<td></td>
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<td>ELA: Write a brief explanatory essay about the role of competition in a</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of June 22, 2022
<table>
<thead>
<tr>
<th>Students will discuss the effects of competition on buyers and sellers.</th>
<th>Formative: Q&amp;A Discussion</th>
<th>Students will participate in Case Studies involving competition between buyers and sellers and create a report with a chart, graph or table included. Students will participate in a Role Play Activity outlining competition between buyers and sellers.</th>
<th>ELA: Actively listen during class discussion and take notes using a GRAPHIC ORGANIZER ELA: Write a brief explanatory essay about the effects of competition on buyers and sellers. SCI: Compare and contract competition effect on buyers and sellers.</th>
<th>Student textbooks chromebooks/desktop computers Smartboard/projector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will research the types of business ownership, indicating their advantages and disadvantages for entrepreneurs.</td>
<td>Formative: Observation of students' progress. Formative: Objective test</td>
<td>Venn Diagram of advantages and disadvantages of business ownership. Independent Research Think, Pair and Share</td>
<td>ELA: Actively listen during class discussion and take notes using a GRAPHIC ORGANIZER ELA: Write a brief explanatory essay about the types of business ownership, indicating their advantages and disadvantages for entrepreneurs.</td>
<td>Desktop computers/chromebooks Textbook (hard copy/digital)</td>
</tr>
</tbody>
</table>
## Key Vocabulary

- concepts, process, entrepreneurial performance, entrepreneurship, political, economic, entrepreneur, business, industry, process, risks, rewards, global, trends, opportunities, local businesses, state businesses, national businesses, fundamentals, concepts, ownership, competition, private, system, free-enterprise system, buyer, seller, sole proprietorships, partnerships, corporations, limited liability corporations

## Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Cooperative Education, Job Shadowing, Business Tours, College and Career Fairs, Guest Speakers, and Community Service.

## CTSO Connection:

- Competitive Event Preparation for FBLA and DECA. Practice Objective Test, Practice sessions for performance/role play events.

## Certification/Credential Connection:

- MOS (Word, PowerPoint, Excel and Access), QuickBooks, IC3, Certified Guest Services Professional, Certiport-Entrepreneurship and Small Business
Unit 3 Title: Marketing Information Management

Content Standards
5. Explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
   5a. Describe methods used to obtain marketing research data, including primary and secondary research.
   5b. Describe characteristics of effective data collection instruments.
   5c. Explain techniques for processing marketing information.
   5d. Describe methods used to interpret and present market segment information, including reports, charts, and graphs.

6. Identify the concepts, strategies, and systems needed to implement and obtain support for an entrepreneurial entity.
   6a. Utilize strategies to determine feasibility of ideas.
   6b. Gather and share information on the major reasons for business failure, citing examples of actual cases.
   6c. Utilize the marketing functions to assess the competitive advantage of a business.

Unpacked Learning Objectives

Students know:

● The concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
● The methods used to obtain marketing research data, including primary and secondary research.
● Characteristics of effective data collection instruments. Techniques for processing marketing information.
● Methods used to interpret and present market segment information, including reports, charts, and graphs.
● The concepts, strategies, and systems needed to implement and obtain support for an entrepreneurial entity.
● Strategies to determine feasibility of ideas.
● Information on the major reasons for business failure, citing examples of actual cases.
● The marketing functions to assess the competitive advantage of a business.

Students are able to:

● Identify the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
● Interpret the methods used to obtain marketing research data, including primary and secondary research.
● Identify characteristics of effective data collection instruments.
● Describe techniques for processing marketing information.
● Recognize methods used to interpret and present market segment information, including reports, charts, and graphs.
● Determine the concepts, strategies, and systems needed to implement and obtain support for an entrepreneurial entity.
● Apply strategies to determine feasibility of ideas.
● Generate information on the major reasons for business failure, citing examples of actual cases.
● Distribute information on the major reasons for business failure, citing examples of actual cases.
● Apply the marketing functions to assess the competitive advantage of a business.

Students understand that:
● Knowing the concepts and processes of entrepreneurial performance can help one become a successful entrepreneur.
● Market research provides valuable information that marketers can use to make decisions.
● Data collection and market research help you learn more about your customers.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What do you need to know about the industry and market before starting a business?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Conduct effective market research on a particular product and/or service to determine the effectiveness of the product or service using several different platforms.</td>
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</table>
# Map of Student Learning by Learning Objective

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<tr>
<td>Students will discuss the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.</td>
<td>Formative: Teacher checking for understanding as students participate in classroom discussion and Q&amp;A sessions, Summative: Quiz</td>
<td>Preteaching Bell Ringer Define Vocabulary Think, pair and share</td>
<td>ELA: Write a brief explanatory essay about the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.</td>
<td>Student textbook, Teacher resources, laptop computer, Chromebook, desktop computer, network color laser printer Classroom Management and Monitoring Software</td>
</tr>
<tr>
<td>Students will explain the methods used to obtain marketing research data, including primary and secondary research.</td>
<td>Formative: Teacher observation of students’ progress as they orally discuss the methods. Summative: Oral presentation(s) (group and individual)</td>
<td>Graphic Organizers PowerPoint Presentation Independent Research Notetaking guide to record methods used to obtain data. Think, pair and, share</td>
<td>ELA: Actively listen during class presentations and take notes using a GRAPHIC ORGANIZER ELA: Write a brief explanatory essay about the methods used to obtain marketing research data, including primary and secondary research</td>
<td>Desktop Computer Chromebook Smartboard/multimedia LCD projector Document Camera</td>
</tr>
<tr>
<td>Students will research characteristics of effective data collection instruments.</td>
<td>Formative: Observation of student progress</td>
<td>Survey to entrepreneurs Independent Research Students will write a summary of their research findings. Think, pair and share</td>
<td>ELA: Use MLA (or another specified style) for Works Cited when writing summaries SCI: Analyze and incorporate data into an infographic that can be presented to the class.</td>
<td>Desktop computer Chromebook/laptop Scanner/Copier USB flash Drive</td>
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<tr>
<td>Students will discuss techniques for processing marketing information.</td>
<td>Formative: Observation of student progress Summative: Quiz</td>
<td>Bell Ringer Students will use their notetaking guide to record information and participate in a Q&amp;A session.</td>
<td>ELA: Use MLA (or another specified style) for Works Cited when writing summaries</td>
<td>Laptop Computer Desktop Computer Chromebook</td>
</tr>
<tr>
<td>Students will explain methods used to interpret and present market segment information, including reports, charts, and graphs.</td>
<td>Formative: Observation of student progress Summative: Presentation/Report</td>
<td>Students will create a table, chart or graph to interpret and present information in a report. Students will use a notetaking guide and think, pair and share to explain methods in preparation for preparing reports.</td>
<td>ELA: Write a brief research essay about methods used to interpret and present market segment information, including reports, charts, and graphs, using MLA (or another specified style) for Works Cited. SCI: Analyze and incorporate data into a graph, chart or report.</td>
<td>Smartboard/Multimedia (LCD) projector On-line software/templates Scanner with OCR capabilities</td>
</tr>
<tr>
<td>Students will recognize the concepts, strategies, and systems needed to implement and obtain support for an</td>
<td>Formative: Observation of student progress Summative: Oral presentation/Report</td>
<td>Students will participate in business tours/visits, online research and interview an Entrepreneur</td>
<td>ELA: Write a brief expository essay about the concepts, strategies, and systems needed to implement and obtain</td>
<td>Desktop Computer, Chromebook, Laptop</td>
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<tr>
<td>Task</td>
<td>Formative: Teacher Observation of Students’ Progress</td>
<td>Summative: Rubric Report</td>
<td>Description</td>
<td>Tools</td>
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<tr>
<td>Students will implement strategies to determine feasibility of ideas.</td>
<td>Students will record information in a notetaking guide.</td>
<td>Students will create a Venn Diagram of strategies to determine feasibility of ideas and create a written report/presentation of their findings</td>
<td>Students will implement strategies to determine feasibility of ideas.</td>
<td>Calculator, desktop Computer, Shredder</td>
</tr>
<tr>
<td>Students will collect information on the major reasons for business failure, citing examples of actual cases.</td>
<td>Students will research Case Studies of business failures and list examples in an oral and written report.</td>
<td>Students will maintain a note taking Guide and participate in role play activities based on actual cases of business failures.</td>
<td>Students will collect information on the major reasons for business failure, citing examples of actual cases.</td>
<td>Calculators, projector/Smartboard, Desktop/Chromebook</td>
</tr>
<tr>
<td>Students will incorporate the marketing functions to assess the competitive advantage of a business.</td>
<td>Discussion Starters Notetaking Guide Students will create a written report.</td>
<td>Students will create a written report.</td>
<td>Students will incorporate the marketing functions to assess the competitive advantage of a business.</td>
<td>Desktop Computer/laptop Multimedia (LCD) Projector/Smarboard</td>
</tr>
</tbody>
</table>
### Key Vocabulary

| marketing-information management, marketing research data, primary research, secondary research, data collection, data collection instruments, market information processing, market segment, reports, charts and graphs, entity, feasibility, test marketing, prototype, market research, business failure, marketing functions, competitive advantage |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education, business tours, job shadowing, and community service. |

### CTSO Connection:

| FBLA/DECA competitive event preparation, local, state and National conferences, workshops and chapter meetings/activities. |

### Certification/Credential Connection:

| MOS (Word, PowerPoint, Excel and Access), IC3, Quickbooks, Certified Guest Services Professional, Certiport Entrepreneurship and Small Business |
Unit 4 Title: Business Plan

Content Standards
7. Identify the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.

8. Gather and share information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
   8a. Identify goods and/or services to be sold in a proposed business.
   8b. Discuss and explain the types of risks that businesses encounter.
   8c. Identify the market segment for a proposed business.
   8d. Formulate a marketing mix designed to reach a specific market segment.

9. Explain the processes and strategies used in selecting a business location whether brick-and-mortar, e-business, or both.
   9a. Discuss advantages and disadvantages of types of business locations.
   9b. Explain the steps used in conducting a location analysis.
   9c. Identify current trends and other criteria for site location.
   9d. Justify the rationale for selecting a particular site.

Unpacked Learning Objectives

Students know:
- The elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.
- Information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
- Goods and/or services to be sold in a proposed business.
- The types of risks that businesses encounter.
- The market segment for a proposed business.
- A marketing mix designed to reach a specific market segment.
- The processes and strategies used in selecting a business location, whether brick-and-mortar, e-business, or both.
- Advantages and disadvantages of types of business locations.
- The steps used in conducting a location analysis.
- The current trends and other criteria for site location.
- The rationale for selecting a particular site.
Students are able to:
- Interpret the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.
- Generate information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
- Disseminate information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
- Provide examples of goods and/or services to be sold in a proposed business.
- Recognize the types of risks that businesses encounter.
- Provide examples of the types of risks that businesses encounter.
- Describe the market segment for a proposed business.
- Develop a marketing mix designed to reach a specific market segment.
- Describe the processes and strategies used in selecting a business location, whether brick-and-mortar, e-business, or both.
- Identify the advantages and disadvantages of types of business locations.
- Interpret the steps used in conducting a location analysis.
- Give examples of current trends and other criteria for site location.
- Determine the rationale for selecting a particular site.

Students understand that:
- A good business plan not only helps entrepreneurs focus on the specific steps necessary for them to make business ideas succeed, but it also helps them achieve short-term and long-term objectives.
- Knowing the concepts and processes of entrepreneurial performance can help one become a successful entrepreneur.
- It is important to select and offer the right products/goods and/or services to your customers in a competitive market.
- Knowing possible risks allows a business to react accordingly and minimize or even prevent losses.
- Knowing market segmentation allows companies to learn about their customers.
- Formulating marketing mix options in terms of price, product, promotion, and place helps to meet a specific segment's needs or demands.
- Location plays a major role in the performance and longevity of a business and helps to retain customers and employees.
- Knowing the advantages and disadvantages of types of business locations ensures that a person is starting the right type of business based on tax issues, personal and legal concerns, and finances.
- Location is crucial to a business’s success.
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- Location is crucial to a business’s success.

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<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is a Business Plan and what are the parts?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Develop a Business Plan for your venture.</td>
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### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will list the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.</td>
<td>Formative: Observation of students' progress. Summative: Oral presentation (Individual or group) Business Plan Rubric</td>
<td>Preteaching Notetaking Guide Think, pair and share Peer Teaching Research Students will work in groups using a graphic organizer and list the elements needed in a formal business plan and create a written report of each element.</td>
<td>ELA: Write a brief summary of each element needed in a formal written business plan</td>
<td>Multimedia (LCD) projector, student textbook, electronic Printing Calculator, screen or Whiteboard, video Camera</td>
</tr>
<tr>
<td>Students will collect information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture. Students will report</td>
<td>Formative: Observation of students' progress. Summative: Oral presentation Written Reports</td>
<td>Bell Ringer Notetaking guide Students will research and collect information from a variety of sources:  - SBA  - SCORE  - SBDCs</td>
<td>ELA: Write a brief research essay about the concepts, processes, systems, strategies, and tools needed to create a successful business venture, using MLA (or another specified style).</td>
<td>Desktop Computer, chromebook/laptop Computer Speakers Document camera</td>
</tr>
</tbody>
</table>
| Information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture. | Formative: Teacher observation of students’ progress. Summative: Presentation/report | Chamber of Commerce  
Trade Associations  
Students will prepare a written report. | SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data. |
|---|---|---|---|
| Chamber of Commerce  
Trade Associations  
Students will prepare a written report. | | | |
| Students will recognize goods and/or services to be sold in a proposed business. | Formative: Teacher will check students progress for understanding. Summative: Oral Presentations Presentation Rubric | Independent Research Business tours/visits (virtual or in-person) Think, pair and share Business Project Idea: Students will choose a particular business(clothing store, restaurant, car wash, salon, etc.) and recognize goods and/or services to be sold and create a written report. | ELA: Actively listen during class presentations, and take notes using a GRAPHIC ORGANIZER  
ELA: Write a brief explanatory essay about goods and/or services to be sold in a proposed business and incorporate them into presentation. |
| Chamber of Commerce  
Trade Associations  
Students will prepare a written report. | | | USB Flash Drive, desktop computer, classroom management software |
| Students will identify the types of risks that businesses encounter. Students will describe the types of risks that businesses encounter. | Formative: Observation of students progress Summative: Oral Presentations Multimedia Presentation or Slide Show | Bell Ringer Independent research of the different types of risk that businesses encounter and create a written report using a chart and or graph in the report. | ELA: Actively listen during class presentations, and take notes using a GRAPHIC ORGANIZER  
ELA: Write a brief explanatory essay about types of risks that businesses encounter and incorporate them into presentation. |
| Chamber of Commerce  
Trade Associations  
Students will prepare a written report. | | | Multimedia (LCD) Projector  
Whiteboard, smartboard |
| Students will discuss the market segment for a proposed business. | Formative: Teacher observation of student progress. | Students will interview business owners concerning market | ELA: Actively listen during class presentations, and take notes using a GRAPHIC ORGANIZER |
| Chamber of Commerce  
Trade Associations  
Students will prepare a written report. | | | Multimedia (LCD) Projector |

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction  
Updated as of June 22, 2022
Summative: Written Summaries
Objective test

Students will create a marketing mix designed to reach a specific market segment.

Formative: Students will select a product and create a marketing mix for the product. Teacher observation of students' progress.

Summative: Students will then create a presentation showing their marketing mix and how it will reach a specific market segment. Presentation Rubric

ELA: Write a brief explanatory essay about a market segment for a proposed business and incorporate it into presentation.

Visual Display/Multimedia Presentation
Students will work in groups and conduct research on the selected product and create a marketing mix for the product using charts, tables and graphs in the presentation.

Think, pair, and Share

Students will discuss the processes and strategies used in selecting a business location, whether brick-and-mortar, e-business, or both.

Formative: Teacher observation of student understanding.

Summative: Objective Test/writing assessments Presentation/Report

Students are led in a discussion of the processes and strategies used in selecting a business location. Students participate in a Q&A session. Written or electronic survey forms are sent to select entrepreneurs to complete and return to the students.

ELA: Actively listen during class presentations, and take notes using a GRAPHIC ORGANIZER

SCI: Compare and contrast processes and strategies in various business locations.

Desktop Computer, laptop Computer, Chromebook, Classroom Management Software

Tablet Computer
<table>
<thead>
<tr>
<th>Activity</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
<th>Technology Tools</th>
</tr>
</thead>
</table>
| Students will compare and contrast advantages and disadvantages of types of business locations. | Formative: Teacher check for understanding  
Summative: Objective test | Create a diagram to Compare/Contrast the advantages and disadvantages of types of business locations  
Notetaking guide | ELA: Write a brief compare and contrast about the advantages and disadvantages of types of business locations.  
SCI: Compare and contrast using a T-chart to understand the advantages and disadvantages of business locations. | Desktop computer, chromebook/laptop, student textbook |
| Students will list the steps used in conducting a location analysis.     | Formative: Teacher check for understanding  
Summative: Writing Assessments | Define Vocabulary  
Graphic Organizer: Students are to use a chart provided by the teacher to list the major factors or steps used in conducting a location analysis.  
Business tours/visits  
Notetaking guide | ELA: Write a brief expository research essay about the steps used in conducting a location analysis using MLA (or another specified style) for Works Cited. | Desktop computer, chromebook/laptop, student/teacher textbook |
| Students will list current trends and other criteria for site location.  | Formative: Teacher check for understanding  
Summative: Writing Assessment Quiz | Independent Research  
Think, pair, and share  
Visual display | ELA: Write a brief expository research essay about the current trends and other criteria for site location using MLA (or another specified style) for Works Cited. | Multimedia (LCD) projector, desktop computer, chromebook/laptop |
<table>
<thead>
<tr>
<th>Students will evaluate the rationale for selecting a particular site.</th>
<th>Teacher check for understanding</th>
<th>Bell Ringer Independent/team research</th>
<th>ELA: Write a brief expository research essay about the rationale for selecting a particular site using MLA (or another specified style) for Works Cited.</th>
<th>Desktop computer, laptop computer/chromebook</th>
</tr>
</thead>
</table>
### Key Vocabulary

| business plan, executive summary, SWOT analysis, business venture, goods, services, risks, market segment, marketing mix, brick-and-mortar business, E-business, business locations, location analysis, trends, criteria, site locations |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education Training Station, Job Shadowing, Internships, Business Tours, College and Career Fairs |

### CTSO Connection:

| FBLA/DECA Competitive Event Preparation, Chapter meetings, conferences and workshops |

### Certification/Credential Connection:

| MOS (Word, PowerPoint, Excel, and Access), Quickbooks, IC3, Certified Guest Services Professional, Certified Entrepreneurship and Small Business |
Unit 5 Title: Finance

Content Standards
10. Gather, evaluate, and share information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.
   10a. Discuss, compare, and contrast sources of capital used by entrepreneurs.
   10b. Identify fixed and variable costs and tax liability for startup and maintenance of a business.
   10c. Explain the terminology used in financial reports.
   10d. Create a tentative budget for a proposed business and explain the purpose of each component, including income statement, balance sheet, and cash flow statement.

Unpacked Learning Objectives

Students know:
- Information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.
- The sources of capital used by entrepreneurs.
- Fixed and variable costs and tax liability for startup and maintenance of a business.
- The terminology used in financial reports.
- A tentative budget for a proposed business and explain the purpose of each component, including income statement, balance sheet, and cash flow statement.

Students are able to:
- Interpret the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.
- Generate information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
- Disseminate information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
- Provide examples of goods and/or services to be sold in a proposed business.
- Recognize the types of risks that businesses encounter.
- Provide examples of the types of risks that businesses encounter.
- Describe the market segment for a proposed business.
- Develop a marketing mix designed to reach a specific market segment.
- Describe the processes and strategies used in selecting a business location, whether brick-and-mortar, e-business, or both.
- Identify the advantages and disadvantages of types of business locations.
- Interpret the steps used in conducting a location analysis.
- Give examples of current trends and other criteria for site location.
● Determine the rationale for selecting a particular site.

Students understand that:
● Strategic planning will ensure that the business has all of the resources that are needed to function.
● Identifying sources of capital will ensure that the business has all of the resources that are needed to function.
● Knowing fixed and variable costs can help a business become more profitable and make better business decisions.
● Identifying terminology used in financial reports can help business owners keep track of and analyze their business’s financial information.
● Creating budgets and other financial reports provides information to determine if a business is operating within its means, managing unexpected challenges, and making a profit.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are the ways to manage the finances of a business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Prepare financial reports/documents for a business venture.</td>
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<tr>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Students will research information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.</td>
<td>Formative: Teacher observation of students progress</td>
</tr>
<tr>
<td>Students will analyze information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.</td>
<td>Summative: Oral and visual presentations</td>
</tr>
<tr>
<td>Students will report information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.</td>
<td></td>
</tr>
<tr>
<td>Students will explain sources of capital used by entrepreneurs.</td>
<td>Formative: Writing assessment  Teacher will observe student progress.</td>
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</tr>
<tr>
<td>Students will differentiate sources of capital used by entrepreneurs.</td>
<td>Summative: Report</td>
</tr>
<tr>
<td>Students will examine sources of capital used by entrepreneurs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will list fixed and variable costs and tax liability for startup and maintenance of a business.</th>
<th>Formative: Teacher will observe student progress.</th>
<th>Think, pair and share Define Vocabulary Graphic Organizer: Students will draw a chart/table listing the fixed, variable cost and tax liability for startup and maintenance of a business.</th>
<th>ELA: Take lecture notes using a GRAPHIC ORGANIZER CI</th>
<th>Desktop computer, laptop computer, chromebook, electronic printing calculator chair,</th>
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<tbody>
<tr>
<td></td>
<td>Summative: Quiz</td>
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</table>

<table>
<thead>
<tr>
<th>Students will identify the terminology used in financial reports.</th>
<th>Formative: Teacher will observe student progress.</th>
<th>Define Vocabulary Vocabulary Quizlet Graphic Organizer: Students will obtain an annual financial report from a business and review the reports critically in small groups. Each member of the group will identify and list terminology used in the report</th>
<th>ELA: Take lecture notes using a GRAPHIC ORGANIZER</th>
<th>Desktop computer, chair laptop computer, chromebook, multimedia (LCD) projector, Laser printer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summative: Objective test (T/F, multiple choice and fill in the blank)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will develop a tentative budget for a proposed business.</th>
<th>Formative: Teacher will observe student progress.</th>
<th>Bell Ringer Think, pair and share</th>
<th>ELA: Write a brief expository research essay about the purpose of each</th>
<th>Desktop computer, laptop computer, chromebook, multimedia (LCD)</th>
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</tbody>
</table>
| Students will discuss the purpose of each component, including income statement, balance sheet, and cash flow statement. | Summative: Oral Presentation/Written Report Report Rubric | Working in groups of two to three students will prepare a budget for a selected business using spreadsheet software and present in presentation format. | component, including income statement, balance sheet, and cash flow statement using MLA (or another specified style) for Works Cited. 
ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER 
SCI: Students work in teams to devise an experimental group and control group to see how workers relate, conform, and practice policy and procedures | projector, smartboard, shredder, software with site license, microphone, USB flash drive, electronic printing calculator, |
### Key Vocabulary


### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education, Job Shadowing, Business Tours/Visits, Internships |

### CTSO Connection:

| FBLA/DECA Competitive Event Preparation, Chapter Meetings, Community Service and Leadership Activities |

### Certification/Credential Connection:

| MOS (Word, PowerPoint, Excel and Access), Quickbooks, IC3, Certified Guest Services Professional, Certiport Entrepreneurship and Small Business |
Unit 6 Title: Legal Issues

Content Standards
11. Gather and share information on legal issues affecting businesses.
   11a. Identify governmental agencies and regulations affecting businesses.
   11b. Define and utilize terms used in business law.
   11c. List licenses needed by a small business.

Unpacked Learning Objectives

Students know:
- Information on legal issues affecting businesses.
- Governmental agencies and regulations that affect businesses.
- Terms used in business law.
- Licenses needed by a small business.

Students are able to:
- Generate information on legal issues affecting businesses.
- Disseminate information on legal issues affecting businesses.
- Give examples of governmental agencies and regulations affecting businesses.
- Research terms used in business law.
- Apply terms used in business law.
- Give examples of licenses needed by a small business.

Students understand that:
- Knowing the laws and regulations that are set for business practices, how to protect shareholders, and how to protect one’s intellectual property can prevent legal issues and liabilities.
- Governmental agencies have laws that regulate business practice and protect against liabilities.
- Knowing the laws and regulations that are set for business practices, how to protect shareholders, and how to protect one’s intellectual property can prevent legal issues and liabilities.
- Business licenses are necessary because they ensure that businesses are safe for the public.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What laws and regulations apply to different types of businesses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Prepare a presentation on two different types of businesses and report on the federal, state and local laws that the two different businesses would have to follow.</td>
</tr>
</tbody>
</table>
### Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will collect information on legal issues affecting businesses.</td>
<td>Formative: Teacher observation of student progress. Summative: Presentation/report Presentation Rubric</td>
<td>Case Study–Students will read a case study and create an essay concerning legal issues affecting a particular business. Students will research legal issues affecting businesses and prepare a report</td>
<td>ELA: Write a brief expository research essay about legal issues affecting businesses using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER SCI: Students compile and organize data in a table or chart format on legal issue data. SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data</td>
<td>Desktop computer, laptop computer. student textbook (hard copy or digital)</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
<table>
<thead>
<tr>
<th>Students will describe governmental agencies and regulations affecting businesses.</th>
<th>Formative: Teacher will observe student progress.</th>
<th>Define vocabulary Independent research of governmental agencies and regulations. Graphic Organizer: Students will list the governmental agency and the regulation using a graphic organizer template. Guest Speaker Business Tours/visits</th>
<th>ELA: Write a brief expository research essay about governmental agencies and regulations affecting businesses using MLA (or another specified style) for Works Cited.</th>
<th>Desktop computer, laptop computer, student textbook (hard copy or digital)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify terms used in business law. Students will implement terms used in business law.</td>
<td>Formative: Teacher will observe student progress. Formative: Quiz/test</td>
<td>Define vocabulary Think, pair and share Kahoot</td>
<td>ELA: Actively listen to lecture and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop computer, laptop computer, student textbook (digital or hardcopy)</td>
</tr>
<tr>
<td>Students will identify licenses needed by a small business.</td>
<td>Formative: Teacher will observe student progress. Summative: Quiz/test Report</td>
<td>Define vocabulary Graphic Organizer: Take notes from teacher lectures and Q&amp;A sessions. Kahoot Students will research their city and state government concerning the licenses needed to start a small business and create a report of findings.</td>
<td>ELA: Actively listen to lecture and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop computer/laptop or chromebook Smartboard</td>
</tr>
</tbody>
</table>
Key Vocabulary

| legal issues in business, business law, governmental agencies in business, business regulations, various business law terminology, intellectual property, copyright, trademark, patent, logo, license, permit, business license, types of licenses |

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education, Job Shadowing, Business Tours and Community Service/Volunteer work |

CTSO Connection:

| FBLA/DECA competitive event preparation, Chapter Meetings, Conferences/Workshops |

Certification/Credential Connection:

| MOS (Word, PowerPoint, Excel, Access), Quickbooks, IC3, Certified Guest Services Professional, Certiport Entrepreneurship and Small Business |
Unit 7 Title: Product and Service Planning

Content Standards
12. Obtain and share information on product strategies.
   12a. Describe how technology is used in the product/service management function.
   12b. Describe strategies used by marketers to position products or services.
   12c. Describe techniques used by businesses to position corporate brands.
   12d. Explain the importance of planning purchases.

Unpacked Learning Objectives

Students know:
- Information on product strategies.
- How technology is used in the product/service management function.
- Strategies used by marketers to position products or services.
- Techniques used by businesses to position corporate brands.
- The importance of planning purchases.

Students are able to:
- Gather and produce information on product strategies.
- Explain how technology is used in the product/service management function.
- Give examples of strategies used by marketers to position products or services.
- Give examples of techniques used by businesses to position corporate brands.
- Determine the importance of planning purchases.

Students understand that:
- Product strategy enables the company to focus on a specific target market and feature set, instead of trying to be everything to everyone.
- Technology can be used to provide data and analytics that can help improve product quality and customer care.
- Product positioning highlights the most important benefits of the product and creates an image of usage for the customers.
- Brand positioning helps to establish where corporations fit in the competition arena, and it helps consumers to identify and connect with a brand.
- Effective purchase planning reduces the overall purchase plan cost and ensures that products are in stock and orders can be fulfilled in a timely manner.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>In what ways do entrepreneurs develop products differently from large corporations and what do you need to know about managing the production of your product?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Invent a product and search for patents for products similar to your idea. Create a multimedia presentation.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

|----------------------------------|--------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------|----------------------------------|
| Students will collect and distribute information on product strategies. | Formative: Assessment questions  
Teacher observation of students' progress. | Business Tours/Visits  
Independent Research  
Notetaking guide | ELA: Create graphic flyer about product strategies  
SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data | Desktop Computer, laptop computer, chromebook, multimedia (LCD) projector |
| Students will discuss how technology is used in the product/service management function. | Formative: Assessment questions  
Summative: Chapter test/quiz | Interviews/surveys sent to small businesses.  
Graphic Organizers: Using the graphic organizer template students will list different types of technology used in the product/service management function.  
Business tours/visits | ELA: Write a brief expository essay about how technology is used in the product/service management function. | Desktop computer, laptop computer, chromebook, multimedia (LCD) projector, deskjet or laser printer |
| Students will identify strategies used by marketers to position products or services. | Formative: Assessment questions  
Teacher observation of students' progress. | Case Study  
Think, pair and share | ELA: Write a brief case study analysis  
Desktop computer, laptop computer, chromebook, multimedia (LCD) projector |
|---|---|---|---|
| Students will identify techniques used by businesses to position corporate brands. | Formative: Teacher observation of students' progress.  
Assessment questions | Vocabulary review  
Think, pair and share  
Notetaking guide | ELA: Actively listen to lecture/discussion and take notes using GRAPHIC ORGANIZER  
Desktop computer, laptop computer, chromebook, multimedia (LCD) projector |
| Students will discuss the importance of planning purchases. | Formative: Teacher observation of students' progress.  
Summative: Quiz | Define vocabulary  
Bell ringer | ELA: Actively listen to lecture/discussion and take notes using GRAPHIC ORGANIZER  
Desktop Computer, laptop computer, Electronic Calculator |
### Key Vocabulary

| product strategies, technology, product management, service management, marketing strategies, product positioning/placement, brands, branding, purchase planning, consumer spending |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education, business tours/visits, job shadowing, college and career fairs/visits, on-the-job training |

### CTSO Connection:

| FBLA/DECA competitive event preparation, CTSO Chapter meetings, community service, conferences and workshops, |

### Certification/Credential Connection:

| MOS (Word, Excel Powerpoint And Access), IC3, Quickbooks, Certified Guest Services Professional, Certiport entrepreneurship and Small Business |
Unit 8 Title: Distribution

Content Standards
13. Identify and explain place strategies.
   13a. Describe how technology is used in the channel management function.
   13b. Describe ethical considerations in channel management.
   13c. Coordinate channel management with other marketing activities.
   13d. Compare the costs and benefits associated with various inventory management systems.

Unpacked Learning Objectives

Students know:
- Place strategies.
- How technology is used in the channel management function.
- Ethical considerations in channel management.
- How to coordinate channel management with other marketing activities.
- The costs and benefits associated with various inventory management systems.

Students are able to:
- Recognize and give examples of place strategies.
- Discuss how technology is used in the channel management function.
- Identify ethical considerations in channel management.
- Apply channel management with other marketing activities.
- Examine the costs and benefits associated with various inventory management systems.

Students understand that:
- Place strategy determines how and where a company will place its products and services to increase consumer purchases.
- Technology has created a new channel of distribution that allows customers and industrial buyers to make purchases using the Internet, allowing more accessibility to products/services.
- Ethical considerations in channel management help to avoid conflict.
- Coordination in channel management helps to avoid conflict.
- Knowing the cost and benefits associated with inventory management systems can save money and allows one to fulfill customers’ needs.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How do business owners ensure the quality of their products?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create an idea for a product project presentation.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students will interpret and discuss place strategies.</td>
<td>Formative: Teacher observation of students' progress. Writing assessments Summative: Report/Essay</td>
<td>Independent research Think, pair and share Bell Ringer Graphic Organizer: List place strategies and write an essay interpreting place strategies using charts and or graphs.</td>
<td>ELA: Write a brief expository research essay about place strategies using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data</td>
<td>Desktop computer, laptop computer, chromebook, multimedia (LCD) projector, color laser printer</td>
</tr>
<tr>
<td>Students will explain how technology is used in the channel management function.</td>
<td>Formative: Teacher observation of students' progress. Writing assessments</td>
<td>Define Vocabulary Graphic Organizer: Students will list how technology is used in the channel management</td>
<td>ELA: Write a brief expository research essay about how technology is used in the channel management function.</td>
<td>Desktop Computer, laptop computer, multimedia (LCD) projector, color laser printer, microphone</td>
</tr>
<tr>
<td><strong>Students will determine ethical considerations in channel management.</strong></td>
<td><strong>Summative: Objective test</strong></td>
<td><strong>function and write an essay/report.</strong></td>
<td><strong>using MLA (or another specified style) for Works Cited.</strong></td>
<td><strong>ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</strong></td>
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</tr>
<tr>
<td>Formative: Teacher observation of students’ progress.</td>
<td>Independent research</td>
<td>Think, pair and share Bell Ringer</td>
<td>ELA: Write a brief expository research essay about ethical considerations in channel management using MLA (or another specified style) for Works Cited.</td>
<td>Desktop computer, laptop computer, microphone, multimedia (LCD) projector</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students will plan channel management with other marketing activities.</strong></th>
<th><strong>Formative: Teacher observation of students’ progress.</strong></th>
<th><strong>Summative: Quiz</strong></th>
<th><strong>Independent research</strong></th>
<th><strong>Think, pair and share Bell Ringer</strong></th>
<th><strong>ELA: Write a brief expository research essay about channel management and other marketing activities using MLA (or another specified style) for Works Cited.</strong></th>
<th><strong>ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop computer, laptop, multimedia (LCD) projector, microphone</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Students research the costs and benefits associated with various</strong></th>
<th><strong>Formative: Teacher observation of students’ progress.</strong></th>
<th><strong>Bell Ringer Research Venn Diagram of inventory</strong></th>
<th><strong>ELA: Write a brief expository research essay about the costs and</strong></th>
<th><strong>Desktop computer, laptop, multimedia (LCD)</strong></th>
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<td></td>
<td></td>
<td><strong>using MLA (or another specified style) for Works Cited.</strong></td>
<td></td>
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<tr>
<td>inventory management systems.</td>
<td>Summative: Report</td>
<td>management systems and prepare a report.</td>
<td>benefits associated with various inventory management systems using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>projector, electronic calculator</td>
</tr>
</tbody>
</table>

**Key Vocabulary**

- place strategy, channel management, types of channel management, inventory management systems

**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

- Cooperative Education, Job shadowing, Internships, Community Service

**CTSO Connection:**

- FBLA/DECA Competitive Event preparation, Chapter meeting, conference/workshops

**Certification/Credential Connection:**

- MOS (Word, PowerPoint, Excel, Access), Certified Guest Services Professional, Certified Entrepreneurship and Small Business
Unit 9 Title: Pricing

Content Standards
   14a. Describe the role of ethics in pricing.
   14b. Explain the use of technology in the pricing function.
   14c. Identify factors that affect pricing strategy decisions, including the product life cycle.

Unpacked Learning Objectives

Students know:
- Pricing strategies.
- The role of ethics in pricing.
- The use of technology in the pricing function.
- Factors that affect pricing strategy decisions, including the product life cycle.

Students are able to:
- Give examples of pricing strategies.
- Describe pricing strategies.
- Discuss the role of ethics in pricing.
- Give examples of the use of technology in the pricing function.
- Give examples of factors that affect pricing strategy decisions, including the product life cycle.

Students understand that:
- Pricing strategies help to define the value of products and how much they cost for you to make and for your customers to use.
- Ethics in pricing helps to define the value of products, including how much they cost for you to make and for your customers to use.
- The use of technology in pricing can help to define the value of products and how much they cost for you to make and for your customers to use.
- Pricing strategies help to define the value of products and how much they cost for you to make and for your customers to use.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What must be considered when developing an effective price strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Working in a group or individually develop a pricing strategy and include your basic strategy, the type of price policy and pricing techniques you will employ.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students will research pricing strategies. Students will discuss pricing strategies.</td>
<td>Formative: Teacher observation of students' progress. Summative: Summary/Report</td>
<td>Bell Ringer Independent Research Graphic Organizer: After researching pricing strategies, students will list and discuss strategies in a short essay. Think, pair and share</td>
<td>ELA: Write a brief expository research essay about pricing strategies using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop Computer, laptop computer, multimedia (LCD) projector, electronic calculator</td>
</tr>
<tr>
<td>Students will explain the role of ethics in pricing.</td>
<td>Formative: Assessment questions Teacher observation of students' progress. Summative: Test/quiz</td>
<td>Define Vocabulary Peer teaching Notetaking guide Think, pair and share Role Play</td>
<td>ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop computer, laptop computer, chromebook, multimedia (LCD) projector</td>
</tr>
<tr>
<td>Students will discuss the use of technology in the pricing function.</td>
<td>Formative: Teacher observation of students’ progress.</td>
<td>Think, pair and share</td>
<td>ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop computer, laptop computer, chromebook, multimedia (LCD) projector</td>
</tr>
<tr>
<td>Students will describe factors that affect pricing strategy decisions, including the product life cycle.</td>
<td>Role Play-Students will work in groups of three to four students and discuss why technology is used in the pricing function of their selected business. Peer teaching</td>
<td>notes using GRAPHIC ORGANIZER</td>
<td>projector, electronic calculator</td>
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<tr>
<td>Summative: Test/quiz</td>
<td>Formative: Teacher observation of students' progress.</td>
<td>Define Vocabulary Graphic Organizer: Students will list factors that affect pricing strategy decisions including the product life cycle. Students will complete activities concerning Return on Investments and present findings in spreadsheet software (Google sheets or excel). Think, pair and share</td>
<td>ELA: Write a brief expository research essay about factors that affect pricing strategy decisions, including the product life cycle using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>SCI: Compare and contrast the factors that affect pricing strategy decisions.</td>
</tr>
</tbody>
</table>
### Key Vocabulary

| pricing strategies, pricing, ethics, technology, pricing strategy decisions, product life cycle |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education, job shadowing, business tours/visits, volunteer work and part-time jobs |

### CTSO Connection:

| FBLA/DECA competitive event preparation, chapter meetings, conferences and workshops |

### Certification/Credential Connection:

| MOS (Word, Powerpoint, Excel, Access), IC3, quickbooks, Certified Guest Services Professional, Certiport Entrepreneurship and Small Business |
Unit 10 Title: Selling and Promotion

Content Standards

15. Identify and explain promotion strategies.
   15a. Describe how technology is used in the promotion function.
   15b. Discuss the components of the promotional mix, including direct marketing and digital marketing.
   15c. Explain the importance of coordinating elements in advertisements.
   15d. Outline a promotional plan for a proposed product or service.

16. Identify and explain selling strategies.
   16a. Describe how technology is used in the selling function.
   16b. Analyze the effectiveness of a company’s unique selling proposition.
   16c. Explain the role of sales forecasting and planning.
   16d. Demonstrate sales techniques.

Unpacked Learning Objectives

Students know:
- Promotion strategies.
- How technology is used in the promotion function.
- The components of the promotional mix, including direct marketing and digital marketing.
- The importance of coordinating elements in advertisements.
- A promotional plan for a proposed product or service.
- Selling strategies.
- How technology is used in the selling function.
- The effectiveness of a company’s unique selling proposition.
- The role of sales forecasting and planning.
- Sales techniques.

Students are able to:
- Give examples of promotion strategies.
- Describe research promotion strategies.
- Explain how technology is used in the promotion function.
- Describe the components of the promotional mix, including direct marketing and digital marketing.
- Discuss the importance of coordinating elements in advertisements.
- Construct a promotional plan for a proposed product or service.
- Give examples of selling strategies.
- Describe research selling strategies.
- Describe how technology is used in the selling function.
- Compare the effectiveness of a company's unique selling proposition.
- Describe the role of sales forecasting and planning.
- Illustrate sales techniques.

Students understand that:
- Promotion is a key element in putting across the benefits of your product or service to the customers.
- The use of selling strategies enables one to prioritize and engage with potential customers.
- The use of technology in sales enables one to prioritize and engage with potential customers.
- A company's selling strategies enable one to prioritize and engage with potential customers.
- Planning sales strategies enables one to prioritize and engage with potential customers.
- The use of selling strategies enables one to prioritize and engage with potential customers.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What promotional strategy will help your business reach profitability?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplar High Quality Unit Task</strong></td>
<td>Research promotional strategies used by different businesses in your community. Evaluate and analyze the effectiveness of the strategies.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Students will research promotion strategies. Students will discuss promotion strategies.</td>
<td>Formative: Assessment questions Teachers check students’ progress. Summative: Chapter test Oral Presentations</td>
<td>Bell Ringer Q&amp;A Independent research of promotion strategies</td>
<td>ELA: Write a brief expository research essay about promotion strategies using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop computer, laptop computer, chromebook, electronic calculator</td>
</tr>
<tr>
<td>Students will discuss how technology is used in the promotion function.</td>
<td>Formative: Assessment questions Summative: Objective test</td>
<td>Bell Ringer Define Vocabulary Notetaking guide-students will discuss different ways technology is used in the promotion function (business website/social media, electronic devices, etc.)</td>
<td>ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
<td>Desktop computer, laptop computer, chromebook, electronic calculator</td>
</tr>
<tr>
<td>Activity</td>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
<td>ELA Activity</td>
<td>Technology</td>
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</tbody>
</table>
| Students will explain the components of the promotional mix, including direct marketing and digital marketing. | Formative: Teacher observation of students progress explaining the promotional mix. | Summative: Multimedia Presentation/Project Venn Diagram of promotional mix components Independent Research Working with a partner, students will choose an ad on the Web or from a newspaper or magazine and analyze the colors used. Students will prepare a report and presentation answering the following:  
- What is the ad trying to promote  
- How is color used  
- What do the color choices communicate?  
- What does it say about the target audience?  
- Do the colors add to or detract from the product or service? | ELA: Write a brief expository research essay about the components of the promotional mix, including direct marketing and digital marketing using MLA (or another specified style) for Works Cited. | Desktop computer, laptop computer, chromebook, electronic calculator |
| Students will research the importance of coordinating elements in advertisements. | Formative: Teacher observation of students' progress. | Summative: Multimedia Presentation/Project Define vocabulary Independent Research of the elements in advertising Students will prepare an essay and develop a multimedia presentation outlining the elements in advertisements. | ELA: Write a brief expository research essay about the importance of coordinating elements in advertisements using MLA (or another specified style) for Works Cited. | Desktop computer, laptop computer, multimedia (LCD) projector, chromebook, electronic calculator |
| Students will develop a promotional plan for a proposed product or service. | Formative: Teacher observation of students' progress. | Bell Ringer Case Study: Students will develop a promotional plan for a | ELA: Write a brief expository research essay about a promotional plan for a proposed product or service using MLA (or | Desktop computer, laptop computer, chromebook, electronic calculator |
|---|---|---|
| Students will research selling strategies. Students will discuss selling strategies. | Formative: Teacher observation of students’ progress. Summative: Report Quiz/test | Define Vocabulary Independent research Bell Ringer Think, pair and share |
| | | ELA: Write a brief expository research essay about selling strategies using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER SCI: Analyze and incorporate data into an infographic that can be presented to the class. |
| Desktop computer, laptop computer, chromebook, electronic calculator | Desktop computer, laptop computer, chromebook, electronic calculator |
| Students will discuss how technology is used in the selling function. | Formative: Teacher observation of students’ progress. Summative: Presentation | Bell Ringer Graphic Organizer: Using a chart students well list different ways technology is used in the selling function. Case Study-Students are to read a case study concerning the sales of a business. Using |
| | | ELA: Write a brief expository research essay about how technology is used in the selling function using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER |
| Desktop computer, laptop computer, chromebook, electronic calculator | Desktop computer, laptop computer, chromebook, electronic calculator |
| Students will interpret the effectiveness of a company’s unique selling proposition. | Formative: Teacher observation of students' progress. | Define Vocabulary
Students will read a case study and interpret the effectiveness of the company’s selling proposition. Students will write a one-page summary of their findings. | ELA: Write a brief expository research essay about the effectiveness of a company’s unique selling proposition using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER. | Desktop computer, laptop computer, chromebook, electronic calculator |
|---|---|---|---|---|
| Students will discuss the role of sales forecasting and planning. | Formative: Teacher observation of student progress. Assessment questions Presentation Rubric | Bell Ringer Definition of Vocabulary
Graphic Organizer: Students will draw a chart from a sample and write the major areas of sales training and planning. Students will write a report about the role of sales forecasting and planning and present it to the class using presentation software (Google slides or PPT). Students will write a letter. | ELA: Write a brief expository research essay about the role of sales forecasting and planning using MLA (or another specified style) for Works Cited. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER. | Desktop computer, laptop computer, chromebook, electronic calculator |
<table>
<thead>
<tr>
<th>Students will practice sales techniques.</th>
<th>Formative: Teacher observation of students’ progress.</th>
<th>Define Vocabulary Role Play: Students will work in pairs and demonstrate good and bad sales techniques.</th>
<th>ELA: Write a script for role playing different scenarios for practicing sales techniques.</th>
<th>Desktop computer, laptop computer, chromebook, electronic calculator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative: Presentation of Role Play Activity</td>
<td>Presentation Rubric</td>
<td>Think, pair and share</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary

- promotion strategies
- promotion
- technology
- promotional mix
- direct marketing
- digital marketing
- advertising
- elements of advertisements
- promotional plan
- product
- service
- selling strategies
- sales
- selling proposition
- sales forecast
- sales planning
- sales techniques

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Cooperative Education
- job shadowing
- community service/volunteer work
- part-time employment

CTSO Connection:

- FBLA/DECA competitive event preparation
- chapter meetings
- conferences and workshops

Certification/Credential Connection:

- MOS (Word, Powerpoint, Excel, Access)
- IC3
- quickbooks
- Certified Guest Services Professional
- Certiport Entrepreneurship and Small Business
Unit 11 Title: Ethics

Content Standards
17. Identify the ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.
   17a. Describe the social obligations of a business.
   17b. Discuss ethical behavior and ethical issues in business.
   17c. Describe safety procedures and health procedures used in business operations.
   17d. Identify environmental concerns and issues related to the operation of a business.

Unpacked Learning Objectives

Students know:
- The ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.
- The social obligations of a business.
- Ethical behavior and ethical issues in business.
- Safety procedures and health procedures used in business operations.
- Environmental concerns and issues related to the operation of a business.

Students are able to:
- Describe the ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.
- Identify the social obligations of a business.
- Give examples of ethical behavior and ethical issues in business.
- Give examples of safety procedures and health procedures used in business operations.
- Describe environmental concerns and issues related to the operation of a business.

Students understand that:
- Being socially and ethically responsible helps companies improve their brand, attract and retain top talent, and improve relationships with their customers and their communities.
- Ethical behavior can increase employee performance, job satisfaction, organizational commitment, trust, and organizational citizenship behaviors.
- Incorporating safety procedures protects them and others from illness and injuries and increases overall productivity.
- Running an environmentally-friendly business reduces impact on the environment and preserves natural resources.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How can being socially responsible help a business succeed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Working in groups, create a survey to identify businesses that people in your community think are not socially responsible.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Students will discuss the ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.</td>
<td>Formative: Teacher observation of students' progress of case studies. Summative: Objective test</td>
</tr>
<tr>
<td>Students will explain the social obligations of a business.</td>
<td>Formative: Assessment questions and teacher observation of students progress.</td>
</tr>
<tr>
<td>Students will select a local business that they believe is socially responsible and summarize the contributions it makes to society. Working in pairs, students will research David Copperfield using the Internet and read Chapter 11. Summarize the Chapter in a one-page report.</td>
<td>incorporate into the presentation. ELA: Actively listen to presentations and take notes using GRAPHIC ORGANIZER</td>
</tr>
</tbody>
</table>

| Students will describe ethical behavior and ethical issues in business. Formative: Teacher observation of students progress Summative: Group Presentation of the Role Play Code of Ethics Flyer Rubric | Define vocabulary Graphic Organizer- Working individually, students are to draw a chart using a sample and list five ethical dilemmas entrepreneurs might face. Role Play: Working in groups of 3-4 students will highlight ethical behavior and ethical issues in a particular business. Students will work in groups of 2-3 and develop a Code of Ethics flyer for a particular business venue. | ELA: Actively listen to lecture and take notes using GRAPHIC ORGANIZER SCI: Compare and contrast ethical behavior and issues in business with a T-chart and graph. | Desktop Computer, laptop computer, chromebook, multimedia (LCD) projector |

| Students will explain safety procedures and health procedures used in | Define Vocabulary Graphic Organizer: | ELA: Actively listen to lecture and take notes | Desktop Computer, laptop computer, chromebook, multimedia (LCD) projector |
| business operations. | Summative: Objective Test | Students will list safety and health procedures used in business operations. Students will use note taking guides to compare and contrast policies and rules of different business operations. | using GRAPHIC ORGANIZER  
SCI: Students will create a presentation on safety and health procedures in business operations. | multimedia (LCD) projector |
|----------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will discuss environmental concerns and issues related to the operation of a business. | Formative: Teacher observation of students progress  
Summative: Objective Test | Research Q&A  
Note taking guides | ELA: Actively listen to lecture and take notes using GRAPHIC ORGANIZER | Desktop Computer, laptop computer, chromebook, multimedia (LCD) projector |
### Key Vocabulary

| ethical responsibilities, social responsibilities, social obligations, ethical behavior, safety procedures, health procedures, environmental concerns, sustainability |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Cooperative Education, Internships, job shadowing, community services and part-time work |

### CTSO Connection:

| FBLA/DECA competitive event preparation, chapter meetings, conferences and workshops. |

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