

SECONDARY COURSE DESCRIPTION

SECTION A: COURSE CLASSIFICATION

1. Course Title: Marketing 2 "Business Entrepreneurship"	6. Prerequisite(s): Marketing Education 1
2. Action: ___ New Course _x_ Course Revision ___ Title Change Only	7. Grade Level: 10, 11, 12
3. Transcript Title/Abbreviation: Marketing 2 (For Educational Services)	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: RXII (For Educational Services)	9. Subject Area: Career Technical Education
5. CBEDS Code: 8311 (For Educational Services)	10. Department: CTE
11. Length /Credits: ___ 0.5 (half year or semester equivalent) _x_ 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___ Yes ___x_ No If so, year removed from list: ___	
13. Meets the "___G___" requirements in the a-g university/college entrance requirement. Approval date: ___9/17/19___	
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16. Signatures: Department Chair:  Principal:  Acknowledged by Other Principals:  Educational Services: 	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

Marketing 2
“Business Entrepreneurship”
Teacher: Derrick Lyons
Revision submitted December 2019

Course Overview:

This course will provide students with a deep understanding of all aspects of business ownership and entrepreneurship. This course will also prepare students with skills necessary to pursue careers in the fields of marketing, merchandising, sales, and management. The course has four components: (1) classroom instructions & guest speakers; (2) on-the-job training in the student store called the Jet Hangar; and (3) participation in DECA business plan competitions. In the fourth component of the course, Marketing 2 students will become members of the Junior Chamber of Commerce (JCC) through a partnership with Alameda Chamber of Commerce. As JCC members, students will learn about business ownership and development in the City of Alameda and will engage in projects designed to foster personal growth as local and global citizens.

Unit 1 Going into Business for Yourself

Unit Overview: The first unit introduces basic concepts of entrepreneurship, including key roles entrepreneurs play in the American economy. In Chapter 1, students learn how entrepreneurs contribute to society. Chapter 2 describes the key traits and characteristics often identified with successful entrepreneurs. In addition, students learn about their own business skills and discover ways to refine and develop them. In Chapter 3, students evaluate business trends and see how these trends create opportunities. Chapter 4 discusses the global challenges that face entrepreneurs today and in the future.

Unit 1 Lab:

Management Team Plan: Students write a one-page biography that describes how their experience will help them run a small business. They list the skills they need, have, and need to develop.

Company Description: Students describe their company and its goals

Product and Service Plan: Students describe the features and benefits and the product or service.

Chapter 1: What Is Entrepreneurship?

1.1.1 Entrepreneurship and the Economy

1.1.2 The Entrepreneurial Process

Class activities: Lecture, discussion of readings, workbook, key terms and key concepts reviews, examination of supply and demand graphs, discussion of case studies.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Economic systems: define, types, historic examples

In a six paragraph essay, students provide an introduction and a conclusion as well as a paragraph describing how the entrepreneurship concept 1) fits or does not fit and 2) why into these four economic systems: traditional, pure market, command, and mixed.

Competition

Students explain and discuss the role of competition in the market structure.

Economic concepts

Students show their understanding of these basic economic concepts by explaining in their own words and giving an example of each: goods and services, factors of production, scarcity, supply and demand, surplus, shortage, equilibrium by using a specific example of an entrepreneurship

History of Entrepreneurship

Students describe the entrepreneurial evolution from 1960 to the present including contributing factors, which accelerated it.

Startup process: entrepreneur, environment, opportunity, start-up resources, new venture organization

Students illustrate the startup process in detail using a proposed entrepreneurship of personal interest by listing and explaining each step.

Chapter 2: Your Potential as an Entrepreneur

1.2.1 Why Be an Entrepreneur?

1.2.2 What Does It Take to Be an Entrepreneur?

Class activities: Lecture, discussion of readings, workbook, taking the Entrepreneurial Characteristics Assessment. Students respond to the case study, complete the concept organizer, discuss, The Entrepreneur of the Future, Quick Math.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Rewards, costs, and risks of an entrepreneur, characteristics of successful entrepreneurs, essential entrepreneurial skills, building and strengthening your potential as an entrepreneur

Students take Entrepreneurial Characteristics Assessment

After taking the Entrepreneurial Characteristics Assessment, students use the information learned regarding the topics in the lines above and describe their personal characteristics and

skills (positive and negative) as related to entrepreneurship. Students describe how they will need to change and strengthen their characteristics and skills to be a highly successful entrepreneur.

Chapter 3: Recognizing Opportunity

1.3.1 Understanding Entrepreneurial Trends

1.3.2 Starting Versus Buying a Business

Class activities: Readings, workbook, Quick Math, evaluate McDonald franchise success, discuss Connect, values inventory, conflicts in family business, key terms and key concept reviews, and do role-plays.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Current trends: internet, service, home-based, technology, outsourcing

Opportunity: creativity, innovation, ideas

Starting versus buying a business

Based on the current trends, opportunities, the creativity of the students and their ideas, students explain an idea they have for an entrepreneurship, which would be on the cutting edge of trends and technology.

Students research a successful entrepreneur and in a one-page essay describe how his background, personality, and skills were instrumental in his success.

Family businesses, franchises

Students list the advantages and disadvantages of 1) joining a family business, 2) becoming part of a franchise, and 3) starting one

Values

Students take Values Inventory

After taking the values inventory, students indicate how each value was formed and describe how their values will influence them in selecting a start-up business idea.

Starting your own business: steps

Using the steps students learned for starting a business, they describe in detail how they would start a restaurant in their hometown.

Chapter 4: Global Opportunities

1.4.1 Global Entrepreneurship

1.4.2 Ways to Enter the Global Market

Class activities: Lecture, discuss cultural issues, respect, key terms and concepts, and case study. Complete the art of negotiating activity and the electronic entrepreneur analysis. Students report status of Unit 1 Lab: Business Plan Project.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Global entrepreneurship and the global economy

Global opportunities by region

Mapping global opportunities

Entering international markets

Students research one successful business on each continent (except Antarctica) and create a graphic presentation of the business, why it is successful, how it fits into the culture, and where it would be located.

In a two-page essay, students discuss how current world events affect the world market and include three examples of current world events, which illustrate the effects they discuss.

Unit 2 Researching and Planning Your Venture

Unit Overview: This unit is all about planning – the single most important part of starting and operating a business. In Chapter 5, students learn the importance of testing an opportunity and writing a business plan. In Chapter 6, they learn how and why entrepreneurs must research and analyze their target market. Chapter 7 compares the advantages and disadvantages of different forms of business ownership. Legal and governmental issues are the focus of Chapter 8. Chapter 9 covers the factors involved in choosing a business location and setting up the space for efficiency and success.

Unit 2 Lab:

Vision and mission statements: Each student describes his company, vision and mission.

Industry overview: Student describes the industry and researches the industry and economic trends.

Market analysis: Student organizes research on consumer markets and B2B Markets.

Chapter 5: Feasibility and Business Planning

2.5.1 Feasibility Analysis: Testing an Opportunity

2.5.2 The Business Plan

Class activities: Completion of competitive grid based on individual research and of business, plan components chart. Discussion of key terms and concepts reviews, Quick Math, case study, thinking critically section, and Electronic Entrepreneur.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Building and testing business concept

Business plan: executive summary, management team, company description, product and service plan, vision and mission statements, industry overview, market analysis, competitive analysis, marketing plan, operational plan, organizational plan, financial plan, growth plan, contingency plan, presentation.

Sources of business plan information

Using the on line sources of business plan information and the business plan components learned in chapter 5, students create the items listed above under business plan.

Chapter 6: Market Analysis

2.6.1 Doing Market Research

2.6.2 Industry and Market Analysis

Class activities: Evaluate checking accounts activity; discuss term and concepts reviews, critical thinking questions, Quick Math, and competitive intelligence as basis for project.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Analysis in industry: carrying capacity, uncertainty, complexity, stage of life cycle

Analysis in target market and customer: market segmentation, target market

Conducting market research: exploratory, descriptive, and historical

Students visit four different brands of coffee shops; analyze the target customer, marketing techniques, the environment, and products sold. Write a comparison of these aspects of the four businesses using at least 12 of the key terms in the chapter. Students write a conclusion rating the success they predict for each business.

Customer profiles, needs, demand for product

Chapter 7: Types of Business Ownership

2.7.1 Sole Proprietorships and Partnerships

2.7.2 Corporations

Class activities: Financial Literacy Activity, discuss key terms review comparison of types of business ownership and Quick Math.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Sole proprietorship: overview, advantages, and disadvantages

Partnerships: overview, advantages, and disadvantages

Corporations, C-corporations, Subchapter S Corporation, nonprofit corporation, limited Liability Company

Evaluating types of ownership

Students assume they are business attorneys with whom a potential entrepreneur is consulting regarding types of business ownership. They write a compare and contrast essay on the forms of business ownership making use of the terms explained in the chapter.

Chapter 8: The Legal Environment

2.8.1 Legal Issues Facing Start-Ups

2.8.2 Handling Government Regulations

Class activities: In preparation for assignments, discuss tax planning strategy, how laws affecting a new business protect the target groups, bait and switch, and federal trade regulators. Role-play legal issues.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Protecting ideas: intellectual property law, patents, copyrights

Laws: permits, licenses, contracts, location

Employee laws: discrimination, child labor, wrongful termination, sexual harassment, Americans with Disabilities Act, Family Medical Leave Act, equal pay for equal work, fair labor standards, safety and health

Laws regulating trade: pricing, consumer protection, commercial codes, truth in lending, truth in advertising

Students select six of the Federal Trade Regulators from the chart, use their websites to gain knowledge about their role and write a brief description of how they might interface with their business. Students describe six incidents that might occur in their business and how the

regulators might work with the business on issues requiring their oversight based on the specific incidents.

Chapter 9: Site Selection and Layout Planning

2.9.1 Community and Site Selection

2.9.2 Layout Planning

Class activities: Creation of diverse businesses chart, role-play, discuss ethical practices, and demographic data. Students report status of Unit 2 Lab: Business Plan Project.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Layout and planning

Layout Needs and Options: Students draw four interior diagrams of actual stores they frequent, show the flow of goods to shelves and the flow of customers, and show the layouts of restroom, check out, aisle, and special sales placement. Below each diagram, students comment on the pros and cons of each layout.

Students create a layout and planning figure for two diverse businesses as illustrated in the chapter.

Unit 3 Managing Market Strategies

Unit Overview: To succeed and grow, a business must create a demand for its products and services. Businesses do this through marketing. Unit 3 focuses on the key marketing strategies that lead to success. Chapter 10 introduces students to the marketing plan and the strategies of product, place, and people. Chapter 11 discusses price strategy, and how it enables a business to make a profit, meet the competition's prices, and establish an image. In Chapter 12, students learn about the promotion strategy. Chapter 13 completes this unit with lessons about the sales force and how to develop and manage it.

Unit 3 Lab:

Competitive Analysis: Students research competitors for their proposed businesses and prepares a competition grid. Each student determines his company, competitive advantage and present information on a chart.

Marketing Plan: Students describe marketing objectives, plan marketing mix, and present information on a chart.

Chapter 10: The Marketing Plan

3.10.1 Developing a Marketing Plan

3.10.2 Updating the Marketing Plan

Class activities: Discussion of marketing plans, key terms review, and channels of distribution

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Marketing mix: product strategy, branding, packaging, and labeling, product selection, product positioning, product mix

Students collect five labels and/or advertisements, and analyze them according to their personal appeal and include reasons for appeal.

Distribution: channels, intensity, transportation, location, impact of technology

Students apply the channels of distribution for the consumer market and for the industrial market to a specific business of their choice. They include geographic locations, business name, top personnel, and time line for each.

Chapter 11: The Price Strategy

3.11.1 Price Strategy Considerations

3.11.2 Calculating and Changing Prices

Class activities: Discuss critical thinking questions and key terms and concepts. Discuss pricing policies and gender pricing discrimination.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Technological trends

Students research technological trends, and how they affect competition, and pricing. They describe how these technological changes affect the purchase of airline tickets, cell phones, and professional sports ticket purchases.

Pricing objectives; pricing decisions: cost based, demand-based, competition-based

Product life cycle pricing: introduction, growth, maturity, decline

Pricing techniques: psychological, prestige, odd/even, lining, promotional, multiple-unit, bundle

Discount pricing: cash, quantity, trade, promotional, seasonal

Markup, markdown, discounts

Using the psychological pricing section, students describe the psychological affect each of the seven types of pricing has on them personally.

Students use the information on markups, markdowns, and discounts to illustrate these principles based on a TV with a cost of \$359.

Students create a chart to compare and contrast pricing policies.

Students complete gender pricing discrimination activity.

Chapter 12: The Promotion Strategy

3.12.1 Developing a Promotion Strategy

3.12.2 Budgeting and Implementing Promotional Plans

Class activities: Discuss key terms and concepts. Students write personal response to the promotional examples.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Promotion plans: pre-opening, ongoing, pre-selling, format

Promotional mix selection: target market, product value, promotional channels, time frame, cost

Elements of promotional mix: advertising, publicity, sales promotion

Students create the following promotional materials (in color on paper) for a business of their choice, a magazine ad, a website home page, and a direct mail flyer.

Students write a personal response to the promotional example.

Chapter 13: The Promotion Strategy: Developing and Managing Sales

3.13.1 Organizing and Preparing a Sales Force

3.13.2 Planning, Directing, and Evaluating Sales

Class activities: Students conduct interviews, role-play, discuss controlling ethical practices, and key terms and concepts Students report status of Unit 3 Lab: Business Plan Project.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Personal selling and prospects

Staffing the sales force

Sales Training

Using the selling process information, students write a two-page training guide for a new salesperson who will be selling a product of each students' choice.

Students conduct a salesperson interview, and record their interview questions and summarize the responses. They indicate how the interview was helpful in understanding of internal and external environmental factors that affect sales.

Unit 4 Managing Your Business Processes

Unit Overview: Once the doors of a business are opened, the entrepreneur generally takes on the role of manager. This unit presents different areas of management. In Chapter 14, students are given an overview of management and its four functions. Chapter 15 relates purchasing and inventory to profits. In Chapter 16, students learn about product development and the distribution process. Chapters 17 and 18 discuss the day-to-day operations of the business, as well as the management of people.

Unit 4 Lab:

Operational Plan: Students create a chart showing equipment needs, type, purpose, technology requirements, purchase/lease, and cost. Students describe quality control policies.

Organizational Plan: Students diagram and describe organizational structure, write job skill requirements and job descriptions. They create legal issue chart including issue, description, and implications.

Chapter 14: Preparing and Planning to Manage

4.14.1 Entrepreneur or Manager?

4.14.2 Management Styles and Skills

Class activities: Students match and analyze how personality affects management skills potential and do role-plays based on the concepts.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Positive climate: image, team building, communication

Students create a team building exercise for their businesses and perform the exercise with the class.

Management styles and excellence in management

Students write evaluations of themselves as a potential manager using the topics in the chapter. They describe each characteristic and skill and evaluate how they do or don't have strengths to fulfill these.

Chapter 15: Managing Purchasing and Inventory

4.15.1 Purchasing Management

4.15.2 Inventory Management

Class activities: Critical thinking exercises and role-plays.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Purchases and inventory

Management of purchasing decisions

Inventory management and calculations

Inventory control

In pairs, students plan and present a role-play of one of the role play options in the text.

Chapter 16: Production Management and Distribution

4.16.1 From Idea to Product

4.16.2 Production to Distribution

Class activities: Discuss case study, key terms, math skills, Internet connections, and the electronic entrepreneur. Discuss set up for Chart and PERT Diagram.

Product development

Production management

Quality control

Distribution management

Students create charts and PERT diagrams for their businesses using models in chapter.

Chapter 17: Managing Operations and Staffing

4.17.1 Managing Operations

4.17.2 Staffing and Company Policies

Class activities: Discuss line and staff organization charts, case study, effective interviewing, and key terms.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

Operating policies, rules, regulations

Credit: character, capacity, capital

Customer service

Using the list of customer service policies, students describe how each of the seven topics which will be addressed in their businesses

Students set up line organization and line-and-staff organization charts for their businesses

Staffing: job descriptions, job specifications, recruiting, screening, pay, benefits, training, records

Students create application and interview forms designed for their businesses.

Chapter 18: Managing Human Resources

4.18.1 Developing and Keeping Human Resources

4.18.2 Motivating Employees

Class activities: Discuss profit planning, key terms and concepts, critical thinking section of chapter, and temporary workers case study. Students report on status of Unit 4 Lab: Business Plan Project.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

Motivating employees: hygiene factors v. motivating factors

Maximizing performance: meaningful work, enrichment, flexibility, decision making, recognition, evaluations, and rewards.

Students list ten creative suggestions for motivating the employees at their businesses to have a positive attitude, high energy and efficiency, honesty, and loyalty.

Students create an employee evaluation form for their businesses.

Unit 5 Managing the Finances of Your Business

Unit Overview: Unit 5 deals with ways to manage the finances of a business, which is a crucial piece of the entrepreneurial puzzle. Locating funding is often the most difficult task when starting out. Once the business is up and running, cash flow, assets, profits, expenses, and taxes must be managed carefully. Chapter 19 introduces various ways to obtain financing for start-up

growth. Chapter 20 gives students the basics of financial record keeping and explains financial statements. Chapter 21 shows students the importance of financial management and explains ratio analysis.

Unit 5 Lab:

Financial Plan: Students evaluate start-up costs and expenses by creating a chart of items and cost. They write an investment proposal for financing.

Growth Plan: Students write a proposal describing growth strategies and create a chart explaining the effects of growth according to categories in this unit

Chapter 19: Financing your Business

5.19.1 Financing the Small Business Start-up

5.19.2 Obtaining Finances and Growth Capital

Class activities: Discuss strategies to finance a business and key terms and concepts. Do role-play.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

Resources

Financing: capital (equity and risk)

Debt financing

Obtaining financing and growth capital: pro forma

Venture capitalists, private investors, bankers

Five C's, of banking: character, capacity, capital, collateral, conditions

Students conduct research regarding funding and financing for their businesses and then record findings and a conclusion about the most economical funding method for the business.

Students write a compare and contrast essay regarding strategies to finance a business

Chapter 20: Accounting and Financial Reporting

5.20.1 Financial Record Keeping

5.20.2 Preparing Financial Statements

Class activities: Discussion and workbook pages regarding balancing a checkbook and analyzing financial statements in preparation for general journal and ledger assignments.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

General journal and ledgers

Students create general journal page and a general ledger account page with at least fifteen entries related to their businesses.

Technology use for accounting

Students research accounting technology they could utilize in their businesses and record their findings.

Chapter 21: Financial Management

5.21.1 Analyzing Your Finances

5.21.2 Managing Your Finances

Class activities: Discussion of key terms and concepts, Quick Math, and advantages and disadvantages of extending credit. Students report on status of Unit 5 Lab: Business Plan Project.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

Credit

Students describe their plan for extending credit to the customers of their businesses and create a credit application.

Unit 6 Growing Your Business

Unit Overview: Accepting the challenges of opening a business can be rewarding. Creativity and the feeling that the sky is limit abound. Throughout this text, students have been exposed to all aspects of starting and managing a business. The skills and knowledge necessary for business initiation and operating have been developed. Unit 6 brings the text to a close with three important topics. Chapter 22 exposes students to the risks that entrepreneurs face and explains how to deal with them constructively. Chapter 23 focuses on business growth and expansion opportunities. Chapter 24 discusses the important issues of social and ethical responsibility that affect all businesses, small and large.

Unit 6 Lab:

Contingency Plan: Students list potential problems and solutions in chart form.

Executive Summary: Students create summary for use with potential investors.

Cover Page, Title Page, Table of Contents, and Supporting Documents: Students create these for their business plans and use the list of supporting documents as a guide for the supporting documents to be created.

Chapter 22: Risk Management

6.22.1 Identifying Business Risks

6.22.2 Dealing with Risk

Class activities: Discuss employee theft, stopping shoplifting, instructions for group work on risks, insurance research, and an emergency response plan.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment.

Speculative and pure risks

Risk management strategies: avoidance, reduction, insurance, workers, compensation, security, emergencies

Students complete group work on risk. They select a business, discuss risk management, and prepare a graphic presentation, present to class.

Students use the Electronic Entrepreneur information to answer the questions and relate the four topics to their specific businesses discussing how they relate.

Chapter 23: Making Your Business Grow

6.23.1 Making Your Business Grow

6.23.2 Challenges of Expansion

Class activities: Discuss franchising advantages and disadvantages, key terms review, critical thinking section. Do role-plays.

Assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

Growth strategies: market penetration, market development, product development, vertical integration, horizontal integration, diversification

Expansion: challenges, growth capital, growth funding

Students research franchising, consider the ten chapter questions regarding franchising and write a scenario where the business owner decides against franchising based on the information gathered.

Chapter 24: Social and Ethical Responsibility

6.24.1 Social Responsibility

6.24.2 Ethical Responsibility

Class activities: Do role-plays. Discuss specific social responsibility plan code of ethics in preparation of completing assignments. Students report on status of Unit 6 Lab: Business Plan Project.

The assignments are written assignments unless otherwise noted. The assignments are related to the topics on the lines that precede the assignment

Social responsibility to society, customers, environment, community

Ethical responsibility: basis for moral code, values, business ethics, code of ethics

Conflicts: conflict of interest, desperation, cultural differences, bribes, legal infringements on patents and copyrights

Students write a personal statement of ethics, values, and social responsibility, discuss how this will affect their view of social and ethical responsibility in business, and create a specific plan for their business in which they outline a plan for ethical and social responsibility.

Students develop a code of ethics for a specific business based on the chapter and class discussion.

Here are key assignments, which will continue throughout the year. The completion of the Business Plan Project in which each student creates and sets up a potential business. One component is complete the Business Plan after each of six units. Details are as follows:

At the end of the outline for each chapter, the use of the text as indicated.

1. Going into Business for Yourself

Entrepreneurship: define, examine role of entrepreneurship in today's economy

Economic systems: define, types, historic examples

Profit motive

Role of competition

Market structure: define, monopoly, oligopoly

Basic economic concepts: goods and services, factors of production, scarcity, supply and demand, surplus, shortage, equilibrium

Economic indicators and business cycles, GDP

Contributions to the economy by entrepreneurs

History of entrepreneurship

Startup process: entrepreneur, environment, opportunity, start-up resources, new venture organization

New business success and failure

Use of text in chapter 1: readings, workbook, key terms and key concepts reviews 22-23, examination of supply and demand graphs 12, discussion of case study 14.

2. Your Potential as an Entrepreneur

Rewards, costs, and risks of an entrepreneur

Characteristics of successful entrepreneurs

Essential entrepreneurial skills

Building and strengthening your potential

Use of text in chapter 2: readings, workbook, taking the Entrepreneurial Characteristics Assessment 36, responding to the case study 37, completing the concept organizer 32, discussion based on The Entrepreneur of the Future 33, Quick Math 36.

3. Recognizing Opportunity

Personal financial plan

Current trends: internet, service, home-based, technology, outsourcing

Opportunity: creativity, innovation, ideas

Starting versus buying a business

Family businesses, franchises

Evaluating business opportunities

Starting your own business: steps

Use of text in chapter 3: readings, workbook, Quick Math 59, evaluate McDonald franchise success 61, Connect 60, values inventory 58, discussion regarding conflicts in family business based on 58-59, role plays 63, key terms and key concept reviews 64-65.

4. Global Opportunities

Global entrepreneurship and the global economy

Global opportunities by region

Mapping global opportunities and completing internet connection project

Entering international markets

Use of text in chapter 4: readings, workbook, cultural issues and respect discussion 76-78, key terms and concepts reviews 84-85, art of negotiating activity and case study 77 at <entrepreneurship.glencoe.com>, complete electronic entrepreneur analysis, Unit 1 Lab: Business Plan Project 88-89.

5. Feasibility Analysis

Building and testing business concept

Business plan: executive summary, management team, company description, product and service plan, vision and mission statements, industry overview, market analysis, competitive analysis, marketing plan, operational plan, organizational plan, financial plan, growth plan, contingency plan, presentation.

Sources of business plan information

Use of text in chapter 5: readings, workbook, completion of competitive grid based on individual research, key terms and concepts reviews 110-111, completion of business plan components chart 100, Quick Math 102, case study at <entrepreneurship.glencoe.com>, thinking critically discussion 111, Electronic Entrepreneur 113.

6. Market Analysis

Analysis in industry: carrying capacity, uncertainty, complexity, stage of life cycle

Analysis in target market and customer: market segmentation, target market

Conducting market research: exploratory, descriptive, and historical

Research process: identify information needs, obtain secondary resources, collect primary data, organize data, and analyze data

Research industry: barriers to entry, threats from substitute products, sources of supply, buyer's ability to bargain, technology

Customer profiles, needs, demand for product

Use of text in chapter 6: readings, workbook, evaluating checking accounts activity at <entrepreneurship.glencoe.com>, key term and concepts reviews 130-131, critical thinking questions 131, and competitive intelligence 127 as basis for project, Quick Math 126.

7. Types of Business Ownership

Sole proprietorship: overview, advantages and disadvantages

Partnerships: overview, advantages and disadvantages

Corporations, C-corporations, Subchapter S Corporation, nonprofit corporation, limited Liability Company

Evaluating types of ownership

Use of text in chapter 7: readings, workbook, Financial Literacy Activity 135 at <entrepreneurship.glencoe.com>, key terms review comparison of types of business ownership using key terms 148, Quick Math 144.

8. The Legal Environment

Protecting ideas: intellectual property law, patents, copyrights

Laws: permits, licenses, contracts, location

Employee laws: discrimination, child labor, wrongful termination, sexual harassment, Americans with Disabilities Act, Family Medical Leave Act, equal pay for equal work, fair labor standards, safety and health

Laws regulating trade: pricing, consumer protection, commercial codes, truth in lending, truth in advertising

Tax laws: sales, payroll unemployment, business income

Use of text in chapter 8: readings, workbook, tax planning strategy 153, role play legal issues 171, write response to how laws affecting a new business protect the target groups 163, bait and switch 174, key terms and concepts reviews 172-173, federal trade regulators 166.

9. Community and Site Selection

Factors

Criteria

Locating potential sites

Site analysis

Layout and planning

Use of text in chapter 9: readings, workbook, create a figure 9.4 on 144 for two diverse businesses, role play 186, complete case study at <entrepreneurship.glencoe.com>, complete Unit 2 Lab: Business Plan Project 200-201, ethical practices 198, demographic data discussion 180.

10: Marketing Plan

Marketing mix: product strategy, branding, packaging, and labeling, product selection, product positioning, product mix

Place strategy

Distribution: channels, intensity, transportation, location, impact of technology

People strategy: hiring, developing, environment, rewards,

Marketing tactics

Reviewing marketing

Revising product, place, price, and promotion strategies

Use of text in chapter 10: readings, workbook, key terms review through writing 224, channels of distribution graphs 210-211.

11. Price Strategy

Costs and expenses

Supply and demand

Consumer perceptions

Competition

Government regulations

Technological trends

Pricing objectives; pricing decisions: cost based, demand-based, competition-based

Product life cycle pricing: introduction, growth, maturity, decline

Pricing techniques: psychological, prestige, odd/even, lining, promotional, multiple-unit, bundle

Discount pricing: cash, quantity, trade, promotional, seasonal

Calculating and revising prices

Break-even point

Markup, markdown, discounts

Changes in strategy: adjusting, reacting, revising

Use of text in chapter 11: readings, workbook, critical thinking questions 10-15 on 249, create chart to compare and contrast pricing policies, key terms and concepts reviews 248-249, complete gender pricing discrimination activity 245 at <entrepreneurship.glencoe.com>

12. Promotion Strategy

Role of promotion

Promotion plans: pre-opening, ongoing, pre-selling, format

Promotional mix selection: target market, product value, promotional channels, time frame, cost

Elements of promotional mix: advertising, publicity, sales promotion

Budgeting

Plans and process

Promotion strategy revision

Use of text in chapter 12: readings, workbook, key terms and concepts reviews 272-273, write personal response to the promotional examples 263.

13. Organizing and Preparing a Sales Force

Personal selling and prospects

Staffing the sales force

Sales Training

Planning sales

Directing sales

Evaluating sales

Use of text in chapter 13: readings, workbook, conduct interview p. 298, controlling ethical practices 298, key terms and concepts reviews 296-297, role play 295, Unit 3 Lab: Business Plan Project 300-301.

14. Preparing and Planning to Manage

Entrepreneurs and managers

Management functions: planning, organizing, directing, controlling

Positive climate: image, team building, communication

Management styles and excellence in management

Use of text in chapter 14: readings, workbook, key terms and concepts reviews 318-319, role-play 312, match and analyze how your personality affects your management skills potential (skills on 315-316).

15. Purchase Planning and Management

Purchases and inventory

Management of purchasing decisions

Inventory management and calculations

Inventory control

Use of text in chapter 15: readings, workbooks, key terms and concepts reviews 338, critical thinking questions 339, role-plays 327, 339.

16. Production Management and Distribution

Product development

Production management

Quality control

Distribution management

Use of text in chapter 16: readings, workbook, math skills complete the Internet Connections 358 and The Electronic Entrepreneur 359, Gantt Chart 349, PERT Diagram 350, case study 352, key terms review 356.

17. Managing Operations and Staffing

Operating policies, rules, regulations

Credit: character, capacity, capital

Customer service

Staffing: job descriptions, job specifications, recruiting, screening, pay, benefits, training, records

Use of text in chapter 17: readings, workbook, line and staff organization charts 370-371, case study 372, effective interviewing 373, key terms review 376.

18. Managing Human Resources

Management: recruiting, screening, unions, training, pay, benefits, complaint procedure, equal opportunities, terminations

Motivating employees: hygiene factors v. motivating factors

Maximizing performance: meaningful work, enrichment, flexibility, decision making, recognition, evaluations, rewards

Use of text in chapter 18: readings, workbook, key terms and concepts reviews 396-397, profit planning 381, key terms and concepts reviews 396-397, critical thinking 397, temporary workers case study 392 at <entrepreneurship.glencoe.com>, Unit 4 Lab: Business Plan Project 400-401.

19. Financing the Small Business Start-Up

Resources

Financing: capital (equity and risk)

Debt financing

Obtaining financing and growth capital: pro forma

Venture capitalists, private investors, bankers

Five Cs of banking: character, capacity, capital, collateral, conditions

Initial public offerings

Calculating costs

Use of text in chapter 19: readings, workbook, compare and contrast strategies to finance a business 408-411, key terms and concepts reviews 422-423, role play 421.

20. Accounting and Financial Reporting

Generally accepted accounting principles

Accounting assumptions, equation, and systems

General journal and ledgers

Sales and cash receipts report

Financial statements

Technology use for accounting

Use of text in chapter 20: readings, workbook, key terms and concepts reviews 444-445, balancing a checkbook 442, financial statements 439-440.

21. Financial Management

Comparative income and balance sheets and ratio analysis

Profits, costs, and budgeting

Capital expenditures

Taxes

Use of text in chapter 21: readings, workbook, key terms and concepts reviews 466-467, Quick Math 454, advantages and disadvantages of extending credit 464, Unit 5 Lab: Business Plan Project 470-471.

22. Risk Management

Speculative and pure risks

Risk management strategies: avoidance, reduction, insurance, workers compensation, security, emergencies

Use of text in chapter 22: readings, workbook, employee theft project based on 478-479, stopping shoplifting 492, group work on risks 492, insurance research based on 485-488, emergency response plan 488.

23. Making Your Business Grow

Growth strategies: market penetration, market development, product development, vertical integration, horizontal integration, diversification

Expansion: challenges, growth capital, growth funding

Use of text in chapter 23: readings, workbook, franchising advantages and disadvantages 499, key terms review 508, critical thinking 509, role-plays 502 and 507.

24. Social and Ethical Responsibility

Social responsibility to society, customers, environment, community

Ethical responsibility: basis for moral code, values, business ethics, code of ethics

Conflicts: conflict of interest, desperation, cultural differences, bribes, legal infringements on patents and copyrights

Use of text in chapter 24: readings, workbook, role play 525, key concept review 527, develop specific social responsibility plan based on particular entrepreneurship encompassing responsibilities on 514-519, develop code of ethics for specific business based on 520-525, Unit 6 Lab: Business Plan Project 530.

Recurring assignments:

1. Reading and completing workbook for every chapter.
2. Completing key terms and/or key concepts reviews at the end of the chapters as noted in the use of text in the course outline section.
1. Student readings of text: delivers the information to the student for all topics.

2. Lecture: further explains the material about which the students have read and introduces additional explanation for all topics.

3. PowerPoint presentations: give visual support to the concepts especially figures 1.2, 1.3, 1.4, 5.2, 7.1, 8.2, 8.3, 9.4, 10.1, 10.2, 11.1, 16.1, 16.2, 17.2, 17.3, 18.4, 20.1, 20.2, 20.3, 20.4, 21.1, 21.2, 22.2.

4. Discussion: helps students understand concepts, answer questions, and extrapolate how information applies to their businesses. This is a list of topics:

Entrepreneur potential

Entrepreneur of the future

Family business

Demographic data

Business plan development

Types of ownership

Application of employee laws

Pricing

Sales

Customer service

Risk management

Social and ethical responsibility

5. Technology: familiarizes student with technology resources and is used throughout, but especially in these topics:

Sources of business plan information

International business and global economy

Legal issues

Federal oversight

Financing

Accounting

Business Labs 1-6

The entrepreneurship.glencoe.com on-line materials provide activities for application and practice for each topic.

7. Projects: require application and synthesis of material into yearlong Create Your Own Business project.

8. Field work: requires students to see business principles in action and analyze them.

9. Guest speakers: relate real life business experience and answer questions based on experience.

Assessment Methods and/or Tools

1. Assignments: reinforce and apply the information learned. 30%

2. Tests: require synthesizing and critical thinking as students answer essay questions. 25%

3. Quizzes: demonstrate learning from reading. 10%

Junior Chamber of Commerce Addendum to Course Outline:

- NOVEMBER: City Council Meeting: JCC members will familiarize themselves with issues facing the City of Alameda by observing one City Council meeting either online or in person. JCC members will write a summary about one issue discussed at the meeting, and will be asked to outline the pros and cons of the decision the City Council will vote on or voted on.
- DECEMBER: School Committee Meeting: JCC members will familiarize themselves with issues facing the Alameda Unified School Committee by attending a meeting either online or in person. JCC members will write a summary about one issue discussed at the meeting, and will be asked to outline the pros and cons of the decision the School Committee will vote on or voted on.
- JANUARY: Chamber of Commerce Meeting Activity: JCC members will have a guest speaker from the City of Alameda's Economic Development Office and write a one-page report summarizing issues the City is working on.
- FEBRUARY: Job Shadow Activity: JCC members will be paired with a local member of the Chamber, and will spend a minimum of two-hours for a job shadow experience at the business to learn how the business operates and gain an understanding of the challenges and growth opportunities of that business. JCC members will write a summary of the meeting and will share that summary with the business owner. Chamber members will be identified by the Chamber's Executive Director to host a JCC member and JCC members will do research on the company in advance of the job shadow.
- FEBRUARY/MARCH: JCC members will assist in the promotion of the Alameda Career/Job Fair that will be hosted at Encinal High School in March. JCC members will develop marketing materials to reach out to Chamber members to make them aware of

the opportunity to have a complimentary table at the event where they can meet high school students who are seeking summer jobs. JCC members will also assist the Career Technical Education Coordinator in developing marketing strategy to reach high school students in the City of Alameda.

- APRIL/MAY: Marketing students will divide into teams that will be required to develop marketing strategies for a specific project designated by the Chamber of Commerce. The teams will submit their marketing strategies to a panel of Chamber members and City officials who will judge the teams' final presentations.
- JUNE: The Chamber of Commerce will have a celebration at the end of the school year to celebrate the contribution of the Junior Chamber and commendations will be awarded to those students who have excelled as members of the JCC.

Methods of instruction include, but are not limited to:

1. Direct instruction (lecture, reading, writing, reports, analyses, speaking, presentations, guest speakers);
2. Projects using educational courseware and computer technology;
3. Team teaching including assisted instruction from university, business, and community partners;
4. Use of a variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks, and other print information;
5. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning;
6. Student presentations, exhibits, and competitions—both team and individual;
7. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning;

Use of technology and application skills through:

1. Individual and collaborative research.
2. Recognizing, planning and analyzing solutions to problems.
3. Using computer technology as well as paper and pencil solutions to related real world problems.

Assessment methods and/or tools

All students are expected to achieve mastery of all topics; demonstrations of mastery will occur in private & public forum. Assessment opportunities, which allow continuous evaluation of students' progress. The following assessment techniques will include, but not limited to these topic areas:

1. Experiments, demonstrations, discussions, debates, simulations, and project
2. Student presentations, exhibits, and competitions-both team and individual
3. On-going and cumulative portfolio record of projects and component investigative accomplishments
4. Written tests
5. Written assignments such as research, evaluative, or technical papers and business plan

Title: Entrepreneurship Building a Business

Authors: Kathleen Allen, Ph.D., Earl C. Meyer, Ph.D.

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Supplementary Materials:

Microsoft Office: Word, Excel, PowerPoint

www.glencoe.com

DECA Curriculum and Projects

<http://www.mbaresearch.org/>

Grading: In order to receive a passing grade, students must maintain at least a 70% grade average. Grades are based on points earned throughout the course; completion of class assignments, presentations, work ethic, attendance, as well as participation in professional dress days.

GRADING: Performance is "weighted" according to the listed percentage.		
20%	Classroom participation, work & preparation; class poor preparation is penalized	
20%	Business attire, business behavior	Poor attendance, late arrival is poor business behavior!
20%	Tests and quizzes	Many quizzes, some unannounced
15%	Attendance	
25%	Final Business Plan	
100%	Total	