

**Mississippi Department of Education  
Office of Curriculum and Instruction**

Course Title: **Business Fundamentals I**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

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# Business Fundamentals I

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## Unit 1: Introduction to Business

**Competency 1:** Identify school and program policies and procedures.

### Suggested Enduring Understandings

1. Rules exist for the safety and benefit of everyone.
2. School and program policies, procedures, and expectations reflect the standards of industry.

### Suggested Essential Questions

1. What are the rules for the local school, and how do they benefit students?
2. How do school and program policies, procedures, and expectations mirror those found in industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Preview the school handbook and all safety procedures for the classroom level and building level.	<p>a. Have students analyze various case studies or scenarios that describe various hazardous situations.</p> <p>Have students brainstorm possible solutions and discuss basic first-aid procedures for handling each scenario.</p> <p>Have a guest speaker from the local fire department come and discuss fire extinguisher safety and basic first-aid techniques.</p>	<p>a. Assess student knowledge of hazardous situations using the Case Study Assessment Rubric, class participation, and brainstorming session results.</p> <p>Assess student knowledge of basic safety and first-aid procedures by administering a safety test and allowing the students to rate the speaker using the guest speaker evaluation form.</p>

**Competency 2:** Discuss the purpose of the course.

### Suggested Enduring Understandings

1. Student and course expectations must be met in order to receive credit for the course.
2. Career and Technical Education Student Organizations (CTESOs) are a vital part of our curriculum, and they provide opportunities for career development.

### Suggested Essential Questions

1. What are the student and course expectations?
2. How can CTESOs benefit students?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify student and course expectations.	a. Review course units and objectives to be mastered.	a. Assess student understanding by observing contributions to class discussions and

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Show students the various textbooks that will be used throughout the teaching of this course. Have the students complete a scavenger hunt of textbook items such as “What page does Chapter 11 begin on?” and “What is the name of Chapter 1?”

Pass out course syllabus and grading policy to students. Discuss and answer any questions about the handouts.

Discuss classroom equipment and log-in procedures for computers.

participation in activities.

Evaluate student understanding of how to use a textbook by grading the scavenger hunt.

Check student notebooks for handouts of syllabus and grading policies.

Assess student knowledge of proper equipment usage and proper log-in procedures by observing them as they complete these tasks.

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<p>b. Explore student organizations and their roles in individual career development.</p>	<p>b. Describe the CTESOs associated with the program, and provide an overview of trips, competitive events, leadership activities, and community service projects that students will have the opportunity to participate in through this course.</p>	<p>b. Administer a written test on CTESO of choice to assess student understanding.</p>
	<p>Have students research and explore the CTESO Web site and complete a teacher-created question-and-answer, fill-in-the-blank, or Webquest or develop a slide presentation, brochure, or display that includes but is not limited to the motto, creed, emblem, colors, theme, and history of the organization. Also, have students research which famous or successful people were part of the organization.</p>	<p>Assess completed Webquest answers, brochure, slide presentation, or display using various rubrics and/or checklists.</p>
	<p>Discuss with students the election process used in the CTESO; compare and contrast this process with the processes used for local, state, and national elections. Emphasize the importance of participating in elections as a part of good citizenship. Also, have students participate in local officer elections modeled after the election process.</p>	<p>Assess student understanding by observing student participation in the campaign and election process.</p>
	<p>Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.</p>	<p>Observe the students as they participate in competitive events. Assess their performance based on their test and role-play scores from competition.</p>

**Competency 3: Implement Green Business Practices.**

**Suggested Enduring Understandings**

1. Green Business Practices are important in today's society.
2. The Financial Implications of Green Business Practices can have both advantages and disadvantages.
3. It is important for us to practice Green Business Practices in our daily lives.

**Suggested Essential Questions**

1. What are Green Business Practices?
2. What are the advantages and disadvantages of the financial implications of Green Business Practices?
3. How can we implement Green Business Practices in our daily lives?

<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
<p>a. Discuss the importance of Green Business Practices.</p>	<p>a. Review an article on Green Business Practices, and discuss some good practices that we could all participate in at home and at school.</p>	<p>a. Assess student performance by grading their</p>

	<p>Have students use the Internet to research various "Green Topics" such as ozone-safe products, recycling efforts, solar energy, water conservations, pollution, and so forth. Have students write a paper or create an electronic slide presentation teaching the class about their findings.</p> <p>Have students use the Internet to research various government Web sites to learn what they are doing to improve our Green Business Practices (Ex. Environmental Protection Agency, Better Business Bureau, Waste Management Web sites, fundingfactory.com, earth911.com, HGTV.com, etc.) and either write a paper or create an electronic slide presentation.</p> <p>Have students participate in a class debate about the various Green Business Practices and where they stand on each practice.</p> <p>Have students watch various videos on global warming, pollution, recycling, solar energy, water conservation, and so forth.</p>	<p>completed article review by students.</p> <p>Assess student knowledge by using the written paper rubric or Electronic Slide Presentation Rubric.</p> <p>Assess student knowledge by using the written paper rubric or Electronic Slide Presentation Rubric.</p> <p>Assess student performance using the Debate Rubric and observing participation in class.</p> <p>Assess student performance by administering a pop quiz on the videos.</p>
<p>b. Discuss the financial implications of Green Business Practices. (DOK2)</p>	<p>b. Have students read various articles on the financial implications of green business practices (pros and cons).</p> <p>Brainstorm ways that businesses can save money by recycling and practicing Green Business Practices.</p> <p>Have students use the Internet to research the financial implications of Green Business Practices and what costs businesses more money and what saves them more money.</p> <p>Have students create a Venn diagram showing the pros, cons, and shared traits of using Green Business Practices.</p>	<p>b. Assess student performance by using the Article Review sheet or question/answer sheet on article of choice.</p> <p>Assess students by observing their participation and contribution to the class.</p> <p>Assess student performance by evaluating the student research results (facts and figures).</p> <p>Assess student performance by observing Completed Venn Diagram.</p>
<p>c. Implement Green</p>	<p>c. Have students brainstorm ways that the class can</p>	<p>c. Assess student</p>

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Business Practices in the classroom.	improve our "Green" practices at school and home.	performance by observing class participation and contributions.
	Have students design and implement a recycling program at school to include the following possible categories: toner cartridges, cell phones, eyeglasses, glass bottles, plastic bottles, batteries, newspapers, and so forth.	Assess student performance by observing the outcome of the implemented recycling program at our school.

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For additional references, activities, and Web resources, please refer to the Business Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

# Business Fundamentals I

## Unit 2: Communication and Interpersonal Skills

**Competency 1:** Apply the fundamentals of communication.

### Suggested Enduring Understandings

1. It is necessary to understand the importance of effective written and oral communications, listening skills, and overcoming communication barriers.
2. Verbal and nonverbal communication techniques are essential in the business environment.
3. Businesspeople should recognize and implement proper telephone techniques.
4. Oral presentations may be used to inform, persuade, or entertain an audience.
5. Netiquette is the proper method used for electronic communication.

### Suggested Essential Questions

1. Why is it important to have effective communication and interpersonal skills and an understanding of how to overcome communication barriers?
2. How are verbal and nonverbal communication techniques used in the office environment?
3. What are proper telephone techniques?
4. What are the differences among informational, persuasive, and entertaining presentations?
5. What is netiquette, and how is it beneficial for communicating electronically?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss elements of effective written and oral communications, listening skills, and communication barriers.	<p>a. Demonstrate the importance of giving accurate instructions by having students participate in the following communications activity. Give one student a simple drawing. Have this student give verbal instructions to another student who will attempt to reproduce the drawing.</p> <p>Have students listen to an audiotape of a simple story and answer a related questionnaire after they have heard the story. Review the questions with the class to determine listening skills.</p>	<p>a. At the end of the unit, have students complete the reflection journal to review learned concepts.</p> <p>Evaluate student responses to the Listening Skills Questionnaire.</p>
b. Demonstrate effective verbal and nonverbal communication principles.	<p>b. Use technology to present information from <a href="http://www.mindtools.com/CommSkill/CommunicationIntro.htm">http://www.mindtools.com/CommSkill/CommunicationIntro.htm</a>.</p> <p>Have students complete the communications style inventory at <a href="http://occonline.occ.cccd.edu/online/klee/CommunicationsStyleInventory.pdf">http://occonline.occ.cccd.edu/online/klee/CommunicationsStyleInventory.pdf</a>. Discuss how workplace personalities interact. Have students discuss various workplace scenarios in small groups. Have each group discuss its scenario with the class.</p>	<p>b. Evaluate student performance by using the presentation rubric.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities and assignments. To ensure mastery, provide opportunities</p>



		for them to review their work and make revisions.
c. Demonstrate use of proper telephone techniques.	c. Lead a class discussion about telephone voice quality and proper business telephone procedures. Have students use PodProducer or other pod producing software ( <a href="http://www.podproducer.net/?page_id=5">http://www.podproducer.net/?page_id=5</a> ) to record their voices with a telephone greeting for a business. Students should use a greeting, say the name of the business, and offer assistance. Lead the class in developing a checklist to evaluate business telephone techniques. Have students use the checklist to evaluate the voice recordings of two of their peers.	c. Use the student-developed checklist to evaluate voice recording.
d. Deliver oral presentations to inform, persuade, and entertain.	d. Explain and demonstrate the three types of presentations. Have students develop and deliver an oral presentation using one of the following types: informative, persuasive, and entertaining.	d. Use the Presentation Assessment Rubric to evaluate oral presentations.
e. Demonstrate appropriate netiquette for electronic communication. (DOK2)	<p>e. Explain the meaning of netiquette, and demonstrate how it is used during electronic communication.</p> <p>Have students implement netiquette while communicating electronically. Use information from <a href="http://www.albion.com/netiquette/">http://www.albion.com/netiquette/</a> to identify proper uses of netiquette.</p> <p>Show students video clips about Internet safety for teens.</p> <p>Have students use the jigsaw method (<a href="http://www.jigsaw.org/overview.htm">http://www.jigsaw.org/overview.htm</a>) to present Internet safety information. Divide students into groups of four. Have each group visit <a href="http://www.getnetwise.org/">http://www.getnetwise.org/</a> to research one of the following topics:</p> <ul style="list-style-type: none"> <li>○ Keeping children safe online</li> <li>○ Stopping unwanted e-mail and spam</li> <li>○ Protecting your computer from hackers and viruses</li> <li>○ Keeping your personal information private</li> </ul> <p>After research is complete, assign each group one of the topics, and have that group teach the class about that topic.</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.</p> <p>Evaluate student performance by observation or a teacher made netiquette checklist.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Assess each student's safety knowledge using the group work assessment rubric and presentation assessment rubric.</p>

**Competency 2: Demonstrate interpersonal skills that contribute to positive work relationships.**

**Suggested Enduring Understandings**

1. Teamwork skills must be implemented in order to create positive work relationships.
2. Human relations skills including attitudes, behaviors, manners, courtesies, and handling criticism are necessary for a positive working environment.

**Suggested Essential Questions**

1. What are teamwork skills, and how are they beneficial?
2. How do proper human relations skills contribute to developing positive work relationships?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate teamwork skills.	a. Use information from <a href="http://www.ndt-ed.org/TeachingResources/ClassroomTips/Teamwork.htm">http://www.ndt-ed.org/TeachingResources/ClassroomTips/Teamwork.htm</a> to describe and demonstrate teamwork skills.  Explain the benefits of teamwork and how they contribute to a positive working environment.	a. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.
b. Develop skills needed to maintain effective working relationships.	b. Describe human relations skills in the workplace including attitude, behavior, common manners and courtesies, and accepting criticism. Have students role-play to identify improper human relations skills including attitudes, behaviors, manners and courtesies, and ways of handling criticism.	b. Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of proper human relations skills.

**Competency 3: Demonstrate the ability to interact and handle conflict in the business environment.**

**Suggested Enduring Understandings**

1. In order to properly solve customer issues, effective customer service skills must be implemented.
2. Problem-solving and negotiation skills are necessary for handling conflict in the business environment.

**Suggested Essential Questions**

1. What are effective customer service skills?
2. What are the problem-solving steps, and how are negotiation skills used to handle conflict?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate the use of proper procedures for solving customer issues using effective customer service skills.	a. Ask students, "Have you ever had a bad experience with a customer service person?" Have students brainstorm positive characteristics and prepare a written report of an effective customer service representative.  Use information and scenarios from <a href="http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Deal%20with%20Difficult%20Customers">http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Deal%20with%20Difficult%20Customers</a> to demonstrate how to deal with difficult customers. Have students	a. Use the Written Report Assessment to evaluate the written report for student understanding of an effective customer service representative.  Use the Role-Play or Skit Assessment Rubric to evaluate skits and

	<p>enact the scenarios from the Web site.</p> <p>Use information from <a href="http://money.howstuffworks.com/customer-service.htm">http://money.howstuffworks.com/customer-service.htm</a> to discuss the characteristics of an effective customer service representative. Have students work in teams to write scenarios to demonstrate effective and ineffective customer service techniques. Have students role-play the scenarios.</p>	<p>role-plays for student understanding of appropriate ways to deal with difficult customers using customer service techniques.</p> <p>Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of appropriate ways to deal with difficult customers using customer service techniques.</p>
<p>b. Demonstrate problem-solving and negotiation skills.</p>	<p>b. Present the steps for resolving workplace conflicts (<a href="http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Resolve%20Workplace%20Conflicts">http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Resolve%20Workplace%20Conflicts</a>). Have students demonstrate the steps using the scenarios from the Web site.</p> <p>Use information from <a href="http://www.gdrc.org/decision/problem-solve.html">http://www.gdrc.org/decision/problem-solve.html</a> to demonstrate problem-solving skills.</p> <p>Have students outline the steps for resolving workplace conflicts.</p> <p>Have students identify a problem and use the problem-solving process to find a solution. Have the class discuss and analyze their findings using a blog or discussion board.</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.</p> <p>Evaluate student understanding by checking the blog or discussion board for content and comprehension.</p>

# References

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# Business Fundamentals I

## Unit 3: Professional Development

**Competency 1:** Research career opportunities and employment skills.

### Suggested Enduring Understandings

1. Certain criteria are essential for self-development.
2. A variety of business career opportunities is available.
3. Certain business documents such as a resume, letter of application, and so forth are needed when applying for a job.
4. Appropriate interview skills are needed when obtaining a job in the business environment.

### Suggested Essential Questions

1. What criteria are necessary for self-development?
2. What business career opportunities are available?
3. What business documents are needed when applying for a job?
4. What interview skills are needed to obtain a job in the business environment?

### Suggested Performance Indicators

- a. Apply criteria for self-development.

### Suggested Teaching Strategies

- a. Define self-esteem, self-concept, personality, and personal appearance.

Determine the students' personal skills and interests using personal interest surveys found on the Web.

Use a multiple learning styles inventory to determine students' learning styles and interests.

Assess students' reading, writing, and math skills.

Using the Internet, investigate time management concepts and techniques. Explain guidelines to follow in prioritizing and scheduling activities.

### Suggested Assessment Strategies

- a. Assess student understanding by observing contributions to class discussions and participation in activities.

Evaluate student participation by using a teacher created checklist for the interest survey, learning style inventory, and educational skills.

Evaluate the research looking for content and correctness using a checklist.

- b. Explore career opportunities in business.

- b. Have students use the online Occupational Outlook Handbook (<http://www.bls.gov/oco/>) to research salary and educational requirements and create a PowerPoint presentation.

Have students to use the Internet or newspapers to search for a job for which they are qualified and make a presentation to the class.

Have a local business owner speak to the class about qualities that an employer looks for in an applicant.

- b. Evaluate career presentation using the Presentation Assessment Rubric.

Evaluate presentations with the Presentation Assessment Rubric.

Check student participation by

	Have students assess the presentation and write a summary of what they learned using the Guest Speaker Evaluation Form.	observation.  Evaluate the summary included on the Guest Speaker Evaluation Form to ensure that relevant points presented by the guest speaker are included.
c. Create an application letter, a resume, a follow-up letter, and a letter of resignation.	c. Use technology to show students exemplary and poor-quality examples of resumes, cover letters, and follow-up letters. Have students identify errors in the examples.  Have students create an electronic career portfolio to include an application letter, a resume, a follow-up letter, and a letter of resignation.	c. Evaluate document using the Business Letter Assessment Rubric, Resume Assessment Rubric, and Portfolio Evaluation Checklist.
d. Demonstrate appropriate interview skills.	d. Discuss appropriate interview techniques, and have students participate in mock interviews.  Have students prepare and send follow-up letters to mock interviewers.  Discuss proper procedures for resigning from a position.	d. Evaluate interviews using the Interview Assessment Rubric.  Evaluate letters using the Business Letter Assessment Rubric.  Evaluate student understanding by observation.

**Competency 2: Demonstrate appropriate workplace ethics.**

**Suggested Enduring Understandings**

1. Proper behaviors are necessary for businesspeople to be ethical and successful in the workplace.
2. Privacy issues and safeguarding information are very important in the business work environment.
3. Sexual harassment and hostile work environments exist in the workplace.
4. Ethical behavior and communication are essential in the business work environment; in addition, unethical behavior has consequences.

**Suggested Essential Questions**

1. What are the proper behaviors for businesspeople in the workplace?
2. Why are privacy issues and safeguarding information so important in the business work environment?
3. What types of sexual harassment and hostile work environments exist in the workplace?
4. Do ethical and unethical behaviors have rewards and consequences in the work environment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Critique the behavior of entrepreneurs, businesses, and/or managers to determine whether their actions and decisions are ethical.</p>	<p>a. Use the scenarios at <a href="http://inc.com/multimedia/slideshows/content/the-biggest-ceo-blunders_page1.html">http://inc.com/multimedia/slideshows/content/the-biggest-ceo-blunders_page1.html</a> to discuss unethical conduct of CEOs and possible consequences of their misbehavior.</p> <p>Have students use the Internet to research additional information related to the executive of their choice and then write a narrative from the perspective of a person who was affected by the actions of the executive they chose.</p> <p>Discuss the cases of business executives accused of unethical conduct and the consequences of their conduct.</p> <p>Have each student use the Internet to research and prepare a written report on unethical activities performed recently by large companies and the impact on employees and customers.</p>	<p>a. Evaluate student posters using the Poster Assessment Rubric.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate student understanding by asking questions to ensure that students understand the crime committed by the executive and how the crime affected other people.</p> <p>Use the Written Report Rubric to assess student reports.</p>
<p>b. Discuss privacy issues and safeguarding information in the business environment.</p>	<p>b. Ask students, “Do you know someone who has been a victim of identity theft?” Use their responses to lead a class discussion of the importance of safeguarding personal information collected from others in the course of transacting business. Profiles of identity theft victims are available at <a href="http://www.privacyrights.org/">http://www.privacyrights.org/</a>.</p> <p>An alternate activity could be to present a profile from the site and ask, “How would you respond if this happened to you?” or “What could you do to prevent this from happening to you?”</p> <p>Present information related to identity theft from <a href="http://money.howstuffworks.com/identity-theft.htm">http://money.howstuffworks.com/identity-theft.htm</a>. Have students work in teams to create a poster presenting information from the site.</p> <p>Use information available at <a href="http://www.privacyrights.org/">http://www.privacyrights.org/</a> to discuss privacy issues related to identity theft, background checks, finances, using the Internet, medical records,</p>	<p>b. Ask questions to ensure that students understand the crime committed by the executive and how the crime affected other people.</p> <p>Use the Presentation Assessment Rubric to assess student presentations.</p> <p>Use the Written Report Assessment Rubric to assess student reports.</p>



	telecommunication and telephone communications, and public and government records. Have students use the information available at this site to prepare a two-page report that describes the issue and presents ways the issue can be prevented or resolved.	
c. Explain concepts of sexual harassment and a hostile work environment.	<p>c. Discuss the different types of sexual harassment, and identify the different characteristics of a hostile work environment.</p> <p>Research an article in the news that deals with sexual harassment in the workplace. Write a summary of the article, and discuss the type of sexual harassment that was demonstrated and the consequences.</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>To assess student work, use the Written Report Assessment Rubric.</p>
d. Discuss ethical ways of communicating and the consequences of unethical conduct.	<p>d. Lead the class in a discussion of ethical work habits. Present scenarios that demonstrate ethical and unethical work habits, and have students critique them.</p> <p>Lead a class discussion in which you define ethics and etiquette as well as related terms, and discuss their importance in the workplace. Include honesty, confidentiality, integrity, punctuality, commitment, accountability, dependability, creativity, empathy, initiative, assertiveness, cooperation, willingness to learn, and proper notice of resignation.</p>	<p>d. Observe as students critique scenarios related to work habits.</p> <p>Ask questions to ensure that students understand the crime committed by the executive and how the crime affected other people.</p>
e. Explain the employee's role in expense control.	<p>e. Discuss different ways that an employee affects expenses of a business including time spent on task, and working efficiently and effectively.</p> <p>Students will discuss what they feel is their role in expense control.</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
f. Discuss the role of ethics in operations.	<p>f. Discuss ethical issues related to spamming, business e-mail, use of nonbusiness Web sites for personal use, and the appropriate use of the Internet.</p> <p>Have students use the Internet to search for current articles and/or case studies related to business ethics. Have them prepare and present a report and an electronic slide presentation of their findings.</p>	<p>f. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.</p> <p>Evaluate research for content and appearance.</p>

**Competency 3: Demonstrate appropriate business etiquette skills.**

**Suggested Enduring Understandings**

1. Understanding the appropriate greetings and introductions is important in the business work environment.
2. Proper table etiquette is essential to know and demonstrate in a business setting.
3. Business etiquette procedures are different across the globe.

**Suggested Essential Questions**

1. What are the appropriate greetings and introductions in business etiquette?
2. What are the proper dining etiquette procedures in a business setting?
3. How does business etiquette differ in other countries in comparison to the U.S.?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate appropriate greetings and introductions.	<p>a. Discuss and demonstrate proper business etiquette, i.e., proper introduction, handshake, and posture.</p> <p>Have students role-play proper business etiquette procedures.</p>	<p>a. Ask questions to ensure that students understand the business etiquette.</p> <p>Evaluate students by using the Role-Play or Skit Assessment Rubric.</p>
b. Demonstrate appropriate table etiquette in a business setting.	<p>b. Demonstrate the proper procedures for dining etiquette, i.e., position of utensils, placing napkins, tipping, and so forth.</p> <p>Have students create a poster and identify the names and positions of the dining utensils.</p> <p>Define proper etiquette terms such as entrée, appetizer, a la mode, and so forth, and have students create a crossword puzzle using the terms.</p>	<p>b. Ask questions to ensure that students understand proper dining etiquette.</p> <p>Evaluate students by using the Poster Assessment Rubric.</p> <p>Use peer review to assess student-created crossword puzzles.</p>
c. Compare and contrast international business etiquette strategies.	<p>c. Have students research and present business etiquette for various countries. Students could each be assigned a particular country to research using the Internet and then prepare a poster or presentation outlining etiquette skills in their assigned country. In small groups, students could compare the etiquette skills that they researched to American business etiquette practices.</p>	<p>c. Evaluate student presentations using the Presentation Rubric.</p>

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For additional references, activities, and Web resources, please refer to the Business and Management  
P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

# Business Fundamentals I

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## Unit 4: Economics

**Competency 1:** Apply basic economic concepts.

### Suggested Enduring Understandings

1. The interaction of supply and demand affect equilibrium price.
2. Microeconomics and macroeconomics have a direct relationship.
3. Supply and demand have an effect on each other.

### Suggested Essential Questions

1. How do supply and demand affect equilibrium price?
2. What is the relationship between microeconomics and macroeconomics?
3. How does demand affect supply?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Define terms and concepts related to economics.</p>	<p>a. Have students use the Internet to define basic economic terminology to include the following: opportunity cost, trade-offs, productivity, inflation, deflation, monopoly, free enterprise, oligopoly, conglomerate, goods, services, resources, factors of production, infrastructure, land, labor, capital, entrepreneurship, scarcity, utility, traditional economy, market economy, command economy, mixed economy, capitalism, communism, socialism, economies in transition, productivity, gross domestic product, gross national product, inflation, consumer price index, producer price index, unemployment rate, business cycle, expansion, recession, depression, recovery, prosperity, supply, demand, tangible goods/intangible services, durable goods and non-durable goods/staple goods, and impulse items.</p> <p>Lead a classroom discussion of land, labor, capital, and entrepreneurship. Have students use the Internet to find examples of each resource and why we need each and how we use each type to meet the needs of the consumer. Have students use the Blackboard discussion board to continue their discussion.</p> <p>Use the Virtual Economics CD to search for economic resources. Use the publication <i>Economics and the Environment: Ecodetectives</i>. Use Lesson 10, "Why Drive When You Can Ride?" This is a good way to teach the concept of a cost/benefit analysis and the use of economic resources.</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Assess student understanding by using a teacher-developed discussion board rubric.</p> <p>Assess student understanding by observation.</p> <p>Use the Presentation Assessment Rubric to assess student work and understanding.</p>

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	<p>Students will design and create a project titled "Types of Goods and Services." Students will use the computer to locate graphics, which will be inserted into a document to illustrate the items that are marketed to include five tangible goods, five intangible services, five durable goods, and five nondurable goods. The result will be that students will apply information discussed on items that are marketed to actual products/services in today's marketplace.</p>	
b. Construct and graph supply and demand schedules.	b. Use the Blackboard Web site for the electronic slide presentation for supply and demand from Baseline Communications and the Marketopolis Island activity. Students will chart the supply and demand curve based on the data given in the activity.	b. Assess student participation using the Presentation Rubric.
c. Describe how the laws of supply and demand interact.	c. Use the Virtual Economics CD or other resources to locate supply and demand activities.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Analyze the importance of imports and exports.	<p>d. Define imports, exports, barter, trade, embargo, international trade, domestic trade, tariff, and balance of trade.</p> <p>Use the Virtual Economics CD or other resources to locate lesson plans and games for the concept of imports and exports.</p>	<p>d. Use the teacher-created crossword puzzle to test on vocabulary words.</p> <p>Assess student understanding by observation.</p>
e. Compare the relationship of microeconomics and macroeconomics.	e. Using the lesson plans on the Virtual Economics CD or other resource, teach the concepts of microeconomics and macroeconomics. Have students create songs or poems reflecting their ideas of one of the concepts to share with the class.	e. Use the Presentation Assessment Rubric to evaluate student understanding.

f. Discuss production and production activities.	f. Define the term “production,” the process of creating, expanding, manufacturing, mass production, or improving on goods and services.  Students will classify production activities including growing, extracting, and manufacturing.	f. Assess student understanding by observing class discussions and participation in activities.  Assess students’ knowledge through a summative assessment using a classroom response system and/or Blackboard.
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**Competency 2:** Examine the characteristics of economic systems, and discuss the relationships among them.

Suggested Enduring Understandings	Suggested Essential Questions
<ol style="list-style-type: none"> <li>1. There are many types of economic systems.</li> <li>2. Economic freedom is not available in all areas of the world.</li> <li>3. Organized labor can be a benefit or deterrent to economic growth.</li> <li>4. Global economic systems are different from those in the United States.</li> <li>5. The stock market and its activities play a major role in the economic wellness of our country.</li> <li>6. The American Banking System contributes to the stability of our economy.</li> </ol>	<ol style="list-style-type: none"> <li>1. What types of economic systems exist in our society?</li> <li>2. What is economic freedom, and why is it important to you?</li> <li>3. How does organized labor affect the economy in the United States?</li> <li>4. How do global economic systems differ from those in the United States?</li> <li>5. What is the importance of the stock market in our economy?</li> <li>6. Why is it important for the American Banking System to remain stable for our economy?</li> </ol>

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare the types of economic systems.	a. Describe the types of economic systems to include market economy, command economy, mixed economy, and traditional economy. Create a Blackboard discussion forum to continue class discussion.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Discuss the meaning of economic freedom and its essential elements.	b. Use the Virtual Economics CD’s Lesson 5, “Economic Freedom: How Important Is It?” from <i>Middle School World Geography: Focus on Economics</i> to review the importance of basic economic freedoms; the Virtual Economics CD’s Lesson 8, “Ideas That Changed the World,” from <i>Middle School World Geography: Focus on Economics</i> to review the productivity and its connection to the standard of living; and the Virtual Economics CD’s Lesson 4, “How to Privatize” from <i>From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business</i>	b. Assess student understanding by observing contributions to class discussions and participation in activities.

<i>Classes to review privatization.</i>		
c. Discuss the role of organized labor on the United States economy.	c. Use the Internet to define essential terms in organized labor and business to include labor union, right-to-work law, collective bargaining mediator, binding arbitration, and strike and featherbedding. Create a Blackboard discussion forum or Wiki to post terms.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Describe the American Banking System.	d. Using materials provided by the Mississippi Bankers Association, give the class an overview of the American Banking System, and have students participate in a realistic check writing and bank reconciliation activity.	d. Observe student responses for understanding, and review checks and bank reconciliation for accuracy.
e. Compare and contrast domestic and global economic systems.	e. Use the Internet to identify and differentiate among the three milestones in recent progress toward worldwide free trade including the World Trade Organization, the North American Free Trade Agreement, and the European Union. Have students write a one-page report one of the agreements.	e. Use the Written Report Assessment Rubric to evaluate student reports.
f. Explain the operation of the stock market.	f. Participate in a Stock Market Simulation Game. Be familiar with the following terms: preferred stock and common stock, stock, stockholder, stock broker, share, bull market, and bear market.	f. Assess student understanding by observing contributions to class discussions and participation in activities.

**Competency 3:** Examine economic indicators and trends such as production, distribution, and consumption of goods and services.

**Suggested Enduring Understandings**

1. A healthy economy is demonstrated by economic indicators.
2. The unemployment rate can adversely affect the economy.
3. A country's standard of living is determined by economic factors.
4. The scarcity of resources can determine how goods and services are produced and distributed.
5. The Gross Domestic Product is the value of all goods and services produced over a period of time.
6. The Consumer Price Index is the value of a selection of goods and services purchased by a typical American family.

**Suggested Essential Questions**

1. What are indicators of a healthy economy?
2. How does the unemployment rate affect the economy?
3. What factors contribute to a country's standard of living?
4. How does the scarcity of resources determine how goods and services are produced and distributed?
5. How do the consumer price index and the gross domestic product differ?

**Suggested Performance Indicators**

**Suggested Teaching Strategies**

**Suggested Assessment Strategies**

- |                                 |                                                                                                     |                                    |
|---------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------|
| a. Discuss economic indicators. | a. An alternative to asking students to name some indicators of the economy's economic health is to | a. Assess student understanding by |
|---------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------|

	<p>provide opposing categories listing some traditional economic indicators and some alternative economic indicators and asking students to compare the lists.</p> <p>Have students use the Internet to research a given country to compare price differences for household items sold in the United States.</p> <p>Traditional economic indicators include the following:</p> <ul style="list-style-type: none"> <li>○ The stock market</li> <li>○ GDP and GNP per capita (see below)</li> <li>○ Unemployment rate</li> <li>○ Inflation rate</li> <li>○ Alternative economic indicators include the following: <ul style="list-style-type: none"> <li>Adult literacy rate</li> <li>Children living in poverty</li> <li>Number of homeless people</li> <li>Amount of leisure time</li> </ul> </li> </ul>	<p>observing contributions to class discussions and participation in activities.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p>
b. Define and discuss the terms “consumer price index” and “gross domestic product.”	b. Have students use the Internet to define and discuss terms important to the growth of the economy such as economic growth, consumer price index (CPI), recession, inflation, business cycles, depression, gross domestic product (GDP), trade surplus, trade deficit, exporting, and importing.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Explain how unemployment impacts the economy.	<p>c. Use the Internet to research and create a summary on the 1950s, 1960s, and 1970s and the jobs people could get with just a high school education that paid enough to support a family, buy a house, pay for a college education for children, and retire with a pension (retirement income) plan. Ask students, “Why do you think it is important to pay people a living wage regardless of their educational level? Why not?”</p> <p>Using the articles from the Web site <a href="http://www.teachingeconomics.org">http://www.teachingeconomics.org</a>, divide students into two groups. Give each member of each group one of the two articles included with the lesson plan “Underemployment” or “Shrinking Benefits.” Ask the students to silently read his or her article and then discuss it with the group. Explain that the task will be to share the information in the article with the other group. Ask one person to serve as scribe to summarize the article and record the main points.</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Use the Group Work Assessment Rubric to evaluate student work.</p>
d. Explain how economists compute a country’s standard of	d. Students will use the Internet to define the standard of living.	d. Use observation in a classroom discussion to determine student



living.	Have students use the Internet to research a given era to compare price changes for household items.	understanding.  Assess student understanding by observing contributions to class discussions and participation in activities.
e. Explain how the scarcity of productive resources (e.g., human, capital, technological, natural, etc.) requires the development of economic systems to make decisions about how goods and services are produced and distributed.	e. Have students complete one-page summaries of the current day economic struggles such as devastating hurricanes, earthquakes, or oil spills, bank crashes, mortgage crashes, and so forth and their roles in the economy.	e. Assess student understanding by observing contributions to class discussions and participation in activities.

**Competency 4:** Demonstrate the ability to apply and interpret social studies tools (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.).

**Suggested Enduring Understandings**

1. It is important to understand how to interpret social studies tools.
2. Political cartoons are good tools to help us learn economic concepts.
3. Primary and secondary sources of information can be used for research.
4. Special purpose maps help us understand economics in our area.

**Suggested Essential Questions**

1. Why is it important to have the ability to interpret charts, graphs, tables, and time lines relating to economics?
2. How do political cartoons help you understand economic concepts?
3. What is the difference between primary and secondary sources of information?
4. How do special purpose maps help us understand economics in our area?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Interpret special purpose maps.	a. Using the Internet, locate special purpose maps for your community. The students will interpret the maps in relation to economics.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Analyze information on graphs, charts, tables, and time lines.	b. Determine equilibrium price on supply and demand schedules and curves.  Create a time line from the Great Depression to the present showing economic trends.	b. Assess student understanding by observing contributions to class discussions and participation in activities.

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		Assess student time lines by using a timeline rubric generator on the Internet.
c. Analyze political cartoons.	c. Using the Internet, research political cartoons relating to economics. Present findings to the class in a chosen style of presentation.	c. Assess student presentations using the presentation rubric.
d. Utilize primary and secondary sources.	d. Visit the school library to locate primary and secondary resources related to economics. The students will create posters presenting the information.	d. Assess student posters using the poster rubric.

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For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

## Appendix A: Suggested Rubrics and Checklist

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# Business Letter Assessment Rubric

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Excellent 4 Points</b>	<b>Proficient 3 Points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory 1 Point</b>	<b>Score</b>
<b>Layout/Design</b>	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
<b>Information, Style, Audience, and Tone</b>	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
<b>Accurate Parts</b>	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
<b>Grammar, Punctuation, and Wording</b>	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
<b>Following Directions and Guidelines</b>	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				<b>TOTAL</b>	

Comments:

# Business Plan Worksheet

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

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Refer to the article “Five Crucial Components of a Business Plan” available at <http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178> for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

# Career Multimedia Presentation Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Exemplary 4 points</b>	<b>Accomplished 3 points</b>	<b>Developing 2 points</b>	<b>Beginning 1 point</b>	<b>Score</b>
<b>Content</b>	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
<b>Clarity</b>	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
<b>Design</b>	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
<b>Length</b>	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
<b>Eye Contact</b>	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

**Comments:**



# Electronic Slide Presentation Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				<b>TOTAL</b>	

Comments:



# Group Work Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Highly Successful</b> <b>3 points</b>	<b>Meeting Success</b> <b>2 points</b>	<b>Experiencing Difficulty</b> <b>1 point</b>	<b>Score</b>
<b>Sharing</b>	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
<b>Listening</b>	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
<b>Respecting</b>	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
<b>Participating</b>	Shared task equally with group members	Did most of the task	Did very little of the task	
<b>TOTAL</b>				

Comments:

# Guest Speaker Evaluation Form

---

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Speaker: \_\_\_\_\_

1. List five main ideas expressed in the presentation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Write a brief summary relating the topics of the presentation to your life.

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# Guest Speaker Evaluation Form

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Student's Name: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

\_\_\_\_ Extraordinary      \_\_\_\_ Excellent      \_\_\_\_ Good      \_\_\_\_ Fair      \_\_\_\_ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

# Interview Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dressed appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
<b>TOTAL</b>					

Comments:

# Listening Skills Questionnaire

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Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Story \_\_\_\_\_

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

# Listening Skills Questionnaire (Cont.)

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5. How was the conflict resolved?

6. What was your favorite part of the story?



# Poster Assessment Rubric

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

	<b>Exemplary</b> <b>4 Points</b>	<b>Accomplished</b> <b>3 Points</b>	<b>Developing</b> <b>2 Points</b>	<b>Beginning</b> <b>1 Point</b>	<b>Score</b>
<b>Required Content</b>	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				<b>TOTAL</b>	

Comments:

# Presentation Assessment Rubric

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				<b>TOTAL</b>	

Comments:

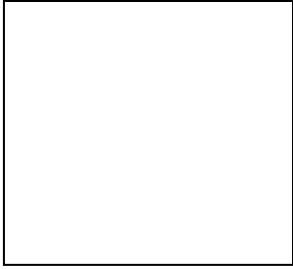
# Reflection

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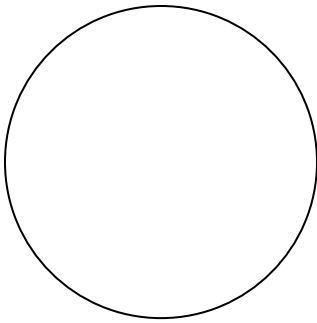
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

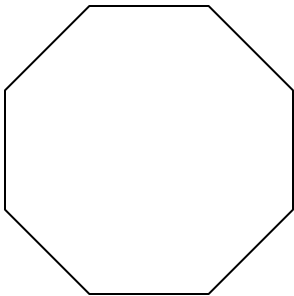
PERIOD: \_\_\_\_\_



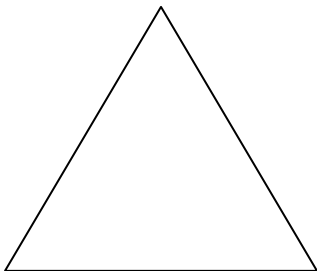
Something I learned that **SQUARED** with my beliefs:



A question going **AROUND** in my mind:



**STOP!** How do I plan to implement what I have learned?



Three important **POINTS** to remember are:

# Resume Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Excellent 25 Points</b>	<b>Well Done 20 Points</b>	<b>Meets Standards 15 Points</b>	<b>Beginning 10 Points</b>	<b>No Evidence 0 Points</b>	<b>Score</b>
<b>Format</b>	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
<b>Education</b>	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
<b>Experience</b>	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
<b>Factual</b>	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
<b>TOTAL</b>						

Comments:

# Role-Play or Skit Assessment Rubric

NAME:

DATE:

PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
<b>Accuracy</b>	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	
<b>TOTAL</b>					

Comments:

# Safety Presentation Assessment Rubric

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
<b>Clarity</b>	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
<b>Design</b>	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
<b>Length</b>	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
<b>Eye Contact</b>	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

# Saving and Investing Information Sheet

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Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List five main ideas expressed in the presentation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

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# Venture Ideas Questionnaire

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List five business ventures about which you have learned.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

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# CTESO Presentation Assessment Rubric

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
<b>Clarity</b>	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
<b>Design</b>	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

# Web Page Evaluation Checklist

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

Review the Web page evaluation criteria described in detail on the following Web site:

Evaluating Web Pages <http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html>

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author’s qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

# Web Page Evaluation Checklist (Cont.)

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Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

# Written Report Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Exemplary</b> <b>4 Points</b>	<b>Accomplished</b> <b>3 Points</b>	<b>Developing</b> <b>2 Points</b>	<b>Beginning</b> <b>1 Point</b>	<b>Score</b>
<b>Content</b>	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
<b>Grammar</b>	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
<b>Organization</b>	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
<b>TOTAL</b>					

Comments:

