

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter N. Marketing</b>			
<b>Course Title</b>	<b>§130.384. Entrepreneurship (One Credit), Adopted 2015</b>			
<b>(a) General Requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.				
<b>(b) Introduction.</b>				
(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.				
<b>(c) Knowledge and Skills.</b>				
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills	Project 5 Creating a Professional Network (pages 49-54)	Project 5 Build Your Business Plan (page 54) and Project 5 Worksheet, Project 5 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills	Project 5 Creating a Professional Network (pages 49-54)	Project 5 Build Your Business Plan (page 54) and Project 5 Worksheet, Project 5 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills	Projects 1-28 (pages 19-227)	Projects 1-28 Build Your Own Business Plan sections, Worksheets, Quizzes, and Templates
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Project 5 Creating a Professional Network (pages 49-54), page 59, page 67	Project 5 Build Your Business Plan (page 54) and Project 5 Worksheet, Project 6 Build Your Business Plan (page 62) and Project 6 Worksheet, Project 7 Build Your Business Plan (68) and Project 7 Worksheet
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Project 16 Creating an Introductory Promotional Letter (pages 135-139)	Project 16 Build Your Business Plan and Project 16 Worksheet, Project 16 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place	Project 16 Creating an Introductory Promotional Letter (pages 135-139)	Project 16 Build Your Business Plan (139) and Project 16 Worksheet, Project 16 Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Projects 1-28 (pages 19-227)	Projects 1-28 Build Your Own Business Plan sections, Worksheets, Quizzes, and Templates

(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) demonstrate integrity by choosing the ethical course of action	"Ethical and Social Responsibilities" (page 31)	Project 2 Build Your Business Plan (page 34) and Project 2 Worksheet, Project 2 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) demonstrate integrity by complying with all applicable rules	"Ethical and Social Responsibilities" (page 31), Project 3 Conducting Legal Research (pages 35-40), Project 6 Creating a Company Description (pages 55-62)	Project 2 Build Your Business Plan (page 34) and Project 2 Worksheet, Project 3 Build Your Business Plan (page 40) and Project 3 Worksheet, Project 6 Build Your Business Plan (page 62) and Project 6 Worksheet, Project 2 Quiz, Project 3 Quiz, Project 6 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) demonstrate integrity by complying with all applicable laws	Project 3 Conducting Legal Research (pages 35-40), Project 6 Creating a Company Description (pages 55-62)	Project 3 Build Your Business Plan (page 40) and Project 3 Worksheet, Project 6 Build Your Business Plan (page 62) and Project 6 Worksheet, Project 3 Quiz, Project 6 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) demonstrate integrity by complying with all applicable regulations	Project 3 Conducting Legal Research (pages 35-40)	Project 3 Worksheet, Project 3 Quiz
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(i) demonstrate time management skills	"Advantages to Owning Your Own Business as a Sole Proprietorship" (page 3)	Projects 1-28 Worksheets, Quizzes, and Templates
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(G) demonstrate leadership skills by participating in career and technical education student organizations	(i) demonstrate leadership skills by participating in career and technical education student organizations	Project 19 Creating an Owner's Resume (pages 157-163)	Project 19 Build Your Business Plan (page 163), Project 19 Worksheet and Quiz
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(A) clarify the terms entrepreneurship and entrepreneur	(i) clarify the term entrepreneurship	"What is an Entrepreneur?" (page 14)	Projects 1-28 Build Your Business Plan, Projects 1-28 Worksheets, Templates, and Quizzes
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(A) clarify the terms entrepreneurship and entrepreneur	(ii) clarify the term entrepreneur	"What is an Entrepreneur?" (page 14)	Projects 1-28 Build Your Business Plan, Projects 1-28 Worksheets, Templates, and Quizzes

(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(B) define small business	(i) define small business	Pages 50, 52, 103	Projects 1-28 Build Your Business Plan, Projects 1-28 Worksheets, Templates, and Quizzes
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(C) analyze the advantages and disadvantages of entrepreneurship	(i) analyze the advantages of entrepreneurship	"Advantages to Owning Your Own Business as a Sole Proprietorship" and "Disadvantages to Owning Your Own Business as a Sole Proprietorship" (page 3), "Pros and Cons of Being an Entrepreneur" (page 24)	Projects 1-28 Build Your Business Plan, Projects 1-28 Worksheets, Templates, and Quizzes
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(C) analyze the advantages and disadvantages of entrepreneurship	(ii) analyze the disadvantages of entrepreneurship	"Advantages to Owning Your Own Business as a Sole Proprietorship" and "Disadvantages to Owning Your Own Business as a Sole Proprietorship" (page 3), "Pros and Cons of Being an Entrepreneur" (page 24)	Projects 1-28 Build Your Business Plan, Projects 1-28 Worksheets, Templates, and Quizzes
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(A) identify and analyze the four functions of a small business	(i) identify the four functions of a small business		
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(A) identify and analyze the four functions of a small business	(ii) analyze the four functions of a small business		
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(B) evaluate the issues involved with starting a business, taking over a business, or expanding an existing business	(i) evaluate the issues involved with starting a business, taking over a business, or expanding an existing business	"Advantages to Owning Your Own Business as a Sole Proprietorship" and "Disadvantages to Owning Your Own Business as a Sole Proprietorship" (page 3), "Pros and Cons of Being an Entrepreneur" (page 24)	
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(A) identify the need for and the characteristics of a well-orchestrated business plan	(i) identify the need for a well-orchestrated business plan	"What is a Business Plan and Why Have One?" (page 14)	Project 24 Build Your Business Plan (page 206) and Project 24 Worksheet, Project 24 Quiz

(4) The student identifies the importance of a well-written business plan. The student is expected to:	(A) identify the need for and the characteristics of a well-orchestrated business plan	(ii) identify the characteristics of a well-orchestrated business plan	"Components of a Business Plan" (page 15), "Characteristics of a Good Business Plan" and "How Long is a Typical Business Plan?" and "Components of the Business Plan You Will Create" (page 16), Project 26 Final Assembly of Your Business Plan (pages 211-216)	Project 26 Build Your Business Plan (page 215), Project 26 Template, Project 26 Quiz
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	(i) research business plan outlines	"What is a Business Plan and Why Have One?" (page 14), "Components of a Business Plan" (page 15), Project 25 Creating a Business Plan Cover Page (pages 207-210), Project 26 Final Assembly of Your Business Plan (pages 211-216)	Project 26 Template, Project 26 Quiz
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	(ii) research business plan resources	"Researching Her Teen-based Business" (page 22), "How Katie Researched Trademark and Copyright Laws" (page 32), "How Do You Build a Professional Network?" (page 50), "Exploring the Web" (page 52), "Does the Business Name You Want Already Exist?" (page 58), page 60, "The Outlook of the Industry" (page 81), page 117	Project 1 Build Your Business Plan (page 26) and Project 1 Worksheet, Project 1 Quiz, Project 2 Build Your Business Plan (page 34) and Project 2 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	(iii) research business plan templates	Project 26 (pages 211-216)	Project Templates 1-28, Project 26 Build Your Business Plan (page 215), Project 26 Template, Project 26 Quiz
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well-orchestrated business plan and critically explain the contents	(i) create a well-orchestrated business plan	Projects 1-28 (pages 19-227)	Projects 1-28 Build Your Own Business Plan sections, Worksheets, Quizzes, and Templates
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well-orchestrated business plan and critically explain the contents	(ii) present a well-orchestrated business plan	Project 26 (pages 211-216)	Project 26 Build Your Business Plan (page 215), Project 26 Template, Project 26 Quiz

(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well-orchestrated business plan and critically explain the contents	(iii) critically explain the contents [of a well-orchestrated business plan]	Project 26 (pages 211-216)	Project 26 Build Your Business Plan (page 215), Project 26 Template, Project 26 Quiz
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(A) describe the nature of a business and list the marketplace needs that it satisfies	(i) describe the nature of a business	"Your Role in This Simulation" and "Why Start Your Own Teen Business?" (page 2), page 3, Project 1 Researching Your Teen-based Business (pages 19-27), Project 4 Choosing Your Teen-based Business (pages 41-45)	Project 1 Build Your Business Plan (page 26) and Project 1 Worksheet, Project 1 Quiz, Project 4 Build Your Business Plan (page 45) and Project 4 Worksheet and Quiz
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(A) describe the nature of a business and list the marketplace needs that it satisfies	(ii) list the marketplace needs that [a business] satisfies	Project 9 Creating a Market Analysis (pages 79-86), Project 10 Creating a Marketing Plan (pages 87-97)	Project 9 Your Business Plan (page 85), Project 9 Worksheet, Template, and Quiz; Project 10 Your Business Plan (page 96), Project 10 Worksheet, Template, and Quiz
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(B) explain how a business's products and services meet the needs of the market	(i) explain how a business's products meet the needs of the market	Project 9 Creating a Market Analysis (pages 79-86), Project 10 Creating a Marketing Plan (pages 87-97)	Project 9 Your Business Plan (page 85), Project 9 Worksheet, Template, and Quiz; Project 10 Your Business Plan (page 96), Project 10 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(B) explain how a business's products and services meet the needs of the market	(ii) explain how a business's services meet the needs of the market	Project 8 Creating a Description of Products and Services (pages 71-76), Project 9 Creating a Market Analysis (pages 79-86), Project 10 Creating a Marketing Plan (pages 87-97)	Project 8 Build Your Business Plan (page 75), Project 8 Worksheet, Template, and Quiz; Project 9 Your Business Plan (page 85), Project 9 Worksheet, Template, and Quiz; Project 10 Build Your Business Plan (page 96), Project 10 Worksheet, Template, and Quiz
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(C) list the specific consumers, organizations or businesses that a company targets or will target	(i) list the specific consumers, organizations or businesses that a company targets or will target	Project 13 Creating a Customer Prospect Database (pages 115-121)	Project 13 Build Your Business Plan (page 120), Project 13 Worksheet and Quiz

(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(D) explain the competitive advantages that will make a business successful	(i) explain the competitive advantages that will make a business successful	Project 24 Creating the Executive Summary, "What is Included in the Executive Summary?", 4. Competitive Position (page 202)	Project 24 Build Your Business Plan (page 206), Project 24 Worksheet, Template, and Quiz
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(E) create a well-orchestrated company description	(i) create a well-orchestrated company description	Project 6 Creating a Company Description (pages 55-62)	Project 6 Build Your Business Plan (page 62), Project 6 Worksheet, Template, and Quiz
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(A) describe the role of operations and organization in the growing business	(i) describe the role of operations in the growing business	Project 12 Creating an Operating Plan (pages 109-114)	Project 12 Build Your Business Plan (page 114), Project 12 Worksheet, Template, and Quiz
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(A) describe the role of operations and organization in the growing business	(ii) describe the role of organization in the growing business	Project 12 Creating an Operating Plan (pages 109-114)	Project 12 Build Your Business Plan (page 114), Project 12 Worksheet, Template, and Quiz
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(B) create an organizational chart that defines the structure of a company	(i) create an organizational chart that defines the structure of a company	Project 12 Creating an Operating Plan (pages 109-114)	Project 12 Build Your Business Plan (page 114), Project 12 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(A) determine the financial plan, including financial requirements and sources of financing	(i) determine the financial plan, including financial requirements	Project 21 Creating a Schedule of Startup Funds (pages 177-181), Project 22 Creating an Accounting Plan (183-190)	Project 21 Build Your Business Plan (page 181), Project 21 Worksheet, Template, and Quiz; Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(A) determine the financial plan, including financial requirements and sources of financing	(ii) determine the financial plan, including sources of financing	Project 21 Creating a Schedule of Startup Funds (pages 177-181), Project 22 Creating an Accounting Plan (183-190)	Project 21 Build Your Business Plan (page 181), Project 21 Worksheet, Template, and Quiz; Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(B) explain the idea of a growth strategy, including horizontal and vertical growth strategies	(i) explain the idea of a growth strategy, including horizontal growth strategies		
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(B) explain the idea of a growth strategy, including horizontal and vertical growth strategies	(ii) explain the idea of a growth strategy, including vertical growth strategies		

(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	(i) explain the idea of an exit strategy, including selling the business		
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	(ii) explain the idea of an exit strategy, including going public		
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	(iii) explain the idea of an exit strategy, including liquidating the business		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(i) explain basic accounting functions	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(ii) define basic accounting functions	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(iii) explain basic accounting terms, including assets	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(iv) explain basic accounting terms, including types of assets	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(v) explain basic accounting terms, including cash	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(vi) explain basic accounting terms, including accounts receivable	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(vii) explain basic accounting terms, including fixed	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(viii) explain basic accounting terms, including liquid	"Accounting Terms" (page 184-185), "What are Financial Statements?" (page 185-186), 187-189	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz



(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(B) identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt	(i) identify liabilities	Project 22 Creating an Accounting Plan, "Accounting Terms" (page 184-185), 187	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(B) identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt	(ii) identify types of liabilities	Project 22 Creating an Accounting Plan, "Accounting Terms" (page 184-185), 187	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(C) calculate owner's equity or net worth	(i) calculate owner's equity or net worth	Project 22 Creating an Accounting Plan, "Balance Sheet" (page 185)	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(D) evaluate a balance sheet understanding the balance sheet equation ( $A = L + OE$ )	(i) evaluate a balance sheet understanding the balance sheet equation ( $A = L + OE$ )		
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(E) analyze profit and loss statement	(i) analyze profit and loss statement	Project 22 Creating an Accounting Plan, "What are Financial Statements 3. Income Statement" (page 186), Project 23 Creating an Income Statement (pages 191-198)	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz and Project 23 Build Your Business Plan (page 197), Project 23 Template and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(F) evaluate revenues and types of revenues	(i) evaluate revenues	Project 23 Creating an Income Statement (pages 191-198)	Project 23 Build Your Business Plan (page 197), Project 23 Template and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(F) evaluate revenues and types of revenues	(ii) evaluate types of revenues	Project 22 Creating an Accounting Plan, "What are Financial Statements 3. Income Statement" (page 186), Project 23 Creating an Income Statement (pages 191-198)	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz and Project 23 Build Your Business Plan (page 197), Project 23 Template and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(G) determine expenses and types of expenses	(i) determine expenses	Project 22 Creating an Accounting Plan, "What are Financial Statements 3. Income Statement" (page 186), Project 23 Creating an Income Statement (pages 191-198)	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz and Project 23 Build Your Business Plan (page 197), Project 23 Template and Quiz

(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(G) determine expenses and types of expenses	(ii) determine types of expenses	Project 22 Creating an Accounting Plan, "What are Financial Statements 3. Income Statement" (page 186), Project 23 Creating an Income Statement (pages 191-198)	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz and Project 23 Build Your Business Plan (page 197), Project 23 Template and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(H) analyze alternative accounting and internal accounting controls	(i) analyze alternative accounting		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(H) analyze alternative accounting and internal accounting controls	(ii) analyze internal accounting controls	Project 22 Creating an Accounting Plan, "What are Financial Statements 3. Income Statement" (page 186), Project 23 Creating an Income Statement (pages 191-198)	Project 22 Build Your Business Plan (page 190), Project 22 Worksheet, Template, and Quiz and Project 23 Build Your Business Plan (page 197), Project 23 Template and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(I) discuss the importance of budgeting and cash flow	(i) discuss the importance of budgeting	Project 28 Creating a Future Action Plan (pages 223-227)	Project 28 Build Your Business Plan (page 227), Project 28 Worksheet, Template, and Quiz
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(I) discuss the importance of budgeting and cash flow	(ii) discuss the importance of cash flow		
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(J) use common accounting forms to demonstrate an understanding of their functions and results	(i) use common accounting forms to demonstrate an understanding of their functions		
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(J) use common accounting forms to demonstrate an understanding of their functions and results	(ii) use common accounting forms to demonstrate an understanding of their results		
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(K) analyze impact of specialization and division of labor on productivity	(i) analyze impact of specialization on productivity		
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(K) analyze impact of specialization and division of labor on productivity	(ii) analyze impact of division of labor on productivity		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(L) explain the impact of the law of diminishing returns	(i) explain the impact of the law of diminishing returns		

(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(M) create projected financial statements	(i) create projected financial statements	Project 23 Creating a Projected Income Statement (pages 191-197)	Project 23 Build Your Business Plan (page 197), Project 23 Worksheet, Template, and Quiz
(9) The student knows the effects of credit on price and profit. The student is expected to:	(A) identify types of consumer credit	(i) identify types of consumer credit		
(9) The student knows the effects of credit on price and profit. The student is expected to:	(B) recommend types of consumer credit a business might offer	(i) recommend types of consumer credit a business might offer		
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(i) explain risks to entrepreneurs when accepting credit	Project 21 Creating a Schedule of Startup Funds (pages 177-181)	Project 21 Build Your Business Plan (page 177), Project 21 Template and Quiz
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(ii) explain risks to entrepreneurs when extending credit		
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(iii) explain benefits to entrepreneurs when accepting credit	Project 21 Creating a Schedule of Startup Funds (pages 177-181)	Project 21 Build Your Business Plan (page 177), Project 21 Template and Quiz
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(iv) explain benefits to entrepreneurs when extending credit		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(9) The student knows the effects of credit on price and profit. The student is expected to:	(D) describe how credit affects profit and the negotiated prices	(i) describe how credit affects profit		
(9) The student knows the effects of credit on price and profit. The student is expected to:	(D) describe how credit affects the negotiated price	(ii) describe how credit affects the negotiated price		
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(A) explain product management	(i) explain product management		
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(B) describe supply chain management	(i) describe supply chain management		
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(C) create product-mix strategies, including branding elements and extended product features to meet customer needs	(i) create product-mix strategies, including branding elements	Project 7 (pages 63-69), Project 8 (pages 71-76), Project 27 (pages 219-222)	Project 7 "Build Your Business Plan" (page 68), Project 7 Worksheet and Quiz, and Project 8 "Build Your Business Plan" (page 75), Project 8 Worksheet, Template, and Quiz, and Project 27 "Build Your Business Plan" (page 222), Project 27 Worksheet and Quiz

(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(C) create product-mix strategies, including branding elements and extended product features to meet customer needs	(ii) create product-mix strategies, including extended product features to meet customer needs	Project 8 (pages 71-76)	Project 8 "Build Your Business Plan" (page 75), Project 8 Worksheet, Template, and Quiz
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(A) develop and analyze the pricing objectives	(i) develop pricing objectives	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80) and Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz and Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(A) develop and analyze the pricing objectives	(ii) analyze pricing objectives	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80) and Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz and Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(B) compare and contrast pricing policies for an entrepreneurial venture	(i) compare and contrast pricing policies for an entrepreneurial venture	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80) and Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz and Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(C) recommend appropriate pricing strategies	(i) recommend appropriate pricing strategies	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80) and Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz and Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz

(12) The student knows the importance of managing the pricing structure. The student is expected to:	(A) communicate the differences among pricing structures for goods, services, and ideas	(i) communicate the differences among pricing structures for goods, services, and ideas	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80) and Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz and Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(B) develop a pricing structure for an entrepreneurial venture	(i) develop a pricing structure for an entrepreneurial venture	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80) and Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz and Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	(i) demonstrate how to calculate prices	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis-- 2. Analysis of the Competition" (page 80), Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan, 3. Price" (page 88), and Project 16- Creating an Introductory Promotional Letter (pages 135-140)	Project 10 "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz, Project 10 "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz, and Project 16 "Build Your Business Plan" (page 139), Worksheet, and Quiz
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	(ii) demonstrate how to calculate markups	Project 16- Creating an Introductory Promotional Letter (pages 135-140)	Project 16 "Build Your Business Plan" (page 139), Worksheet, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	(iii) demonstrate how to calculate discounts	Project 16- Creating an Introductory Promotional Letter (pages 135-140)	Project 16 "Build Your Business Plan" (page 139), Worksheet, and Quiz
(13) The student knows elements and processes of product planning. The student is expected to:	(A) explain the nature and scope of product planning	(i) explain the nature of product planning		
(13) The student knows elements and processes of product planning. The student is expected to:	(A) explain the nature and scope of product planning	(ii) explain the scope of product planning		

(13) The student knows elements and processes of product planning. The student is expected to:	(B) define the term product mix	(i) define the term product mix	Project 8- Creating a Description of Products and Services, "What is Included in the Description of Products and Services?-- 2. Products or Services Provided, second bullet" (page 72)	Project 8 Quiz
(13) The student knows elements and processes of product planning. The student is expected to:	(C) identify stages of the product life cycle for business products	(i) identify stages of the product life cycle for business products	Project 8- Creating a Description of Products and Services, "What is Included in the Description of Products and Services?-- 2. Products or Services Provided, third bullet" (page 72)	Project 8 Quiz
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(A) explain how market penetration strategies contribute to successful marketing	(i) explain how market penetration strategies contribute to successful marketing	Project 9 Creating a Market Analysis (Pages 79-86)	Project 9 Build Your Business Plan (page 85), Project 9 Worksheet, Template and Quiz
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(B) apply evaluation strategies to determine the effectiveness of market penetration strategies	(i) apply evaluation strategies to determine the effectiveness of market penetration strategies	Project 9 Creating a Market Analysis (Pages 79-86)	Project 9 Build Your Business Plan (page 85), Project 9 Worksheet, Template and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(C) illustrate the concept of promotional mix	(i) illustrate the concept of promotional mix	Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan-- 4. Promotion" (page 89)	Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(D) use appropriate technology to create promotional materials	(i) use appropriate technology to create promotional materials	Unit 4- Projects 14-20 (pages 123-174), Project 27- Creating a Website (pages 219-222)	Unit 4 "Build Your Business Plan" (pages 129, 134, 139, 147, 155, 163, 173), Worksheets, Templates, and Quizzes, Project 27- "Build Your Business Plan" (page 222), Worksheet, and Quiz
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(E) apply evaluation strategies to determine promotional campaign effectiveness	(i) apply evaluation strategies to determine promotional campaign effectiveness	Project 28- Creating a Future Action Plan, "What is Included in a Future Action Plan?-- 2. Sales and Marketing" (page 224)	Project 28 "Build Your Business Plan" (page 227), Project 28 Worksheet and Template

(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(F) describe the development of a sales force	(i) describe the development of a sales force	Project 28- Creating a Future Action Plan, "What is Included in a Future Action Plan?-- 1. Products and Services and 2. Sales and Marketing" (page 224)	Project 28 "Build Your Business Plan" (page 227), Project 28 Worksheet, Template and Quiz
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(G) apply evaluation strategies to determine the effectiveness of sales activities	(i) apply evaluation strategies to determine the effectiveness of sales activities	Project 28- Creating a Future Action Plan, "What is Included in a Future Action Plan?-- 2. Sales and Marketing" (page 224)	Project 28 "Build Your Business Plan" (page 227), Project 28 Worksheet and Template
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(A) demonstrate the process of selecting suppliers and sources	(i) demonstrate the process of selecting suppliers	Project 12- Creating an Operating Plan, "What is Included in an Operating Plan?-- 1. Purchasing" (page 110)	Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet and Template
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(A) demonstrate the process of selecting suppliers and sources	(ii) demonstrate the process of selecting sources	Project 12- Creating an Operating Plan, "What is Included in an Operating Plan?-- 1. Purchasing" (page 110)	Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet and Template
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(i) analyze selection of goods based on operational needs	Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan-- 1. Product" (page 88) and Project 12- Creating an Operating Plan (pages 109-110)	Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz, and Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet, Template, and Quiz
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(ii) analyze the selection of services based on operational needs	Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan-- 1. Product" (page 88) and Project 12- Creating an Operating Plan (pages 109-110)	Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz, and Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet, Template, and Quiz
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(iii) discuss the selection of goods based on operational needs	Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan-- 1. Product" (page 88) and Project 12- Creating an Operating Plan (pages 109-110)	Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz, and Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet, Template, and Quiz

(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(iv) discuss the selection of services based on operational needs	Project 10- Creating a Marketing Plan, "The 4 P's of the Marketing Plan-- 1. Product" (page 88) and Project 12- Creating an Operating Plan (pages 109-110)	Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet, Template, and Quiz, and Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet, Template, and Quiz
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(A) categorize business risks such as human, natural, and economic	(i) categorize business risks	Section 1- Introduction, "1.4 Why Start Your Own Teen Business?" (pages 2-3)	Project 1 Quiz
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	(i) classify business risks as pure or speculative, controllable or uncontrollable		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	(ii) classify business risks as controllable or uncontrollable		
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	(iii) classify business risks as insurable or uninsurable		
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(i) explain security precautions		
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(ii) explain health regulations		
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(iii) explain safety regulations		
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(iv) explain worker welfare regulations		
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(D) analyze examples of business risks to recommend and defend risk-management strategies	(i) analyze examples of business risks to recommend risk-management strategies		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(D) analyze examples of business risks to recommend and defend risk-management strategies	(ii) analyze examples of business risks to defend risk-management strategies		

(17) The student understands the importance of a business's social responsibility to society as it relates to shareholders, employees, customers, the community, and the environment. The student is expected to discuss the responsibility of business.	(A) discuss the responsibility of business	(i) discuss the responsibility of business	Projects 1-28 (pages 19-227), specifically Project 3- Conducting Legal Research (pages 35-40)	Projects 1-28 "Build Your Business Plan," and Worksheets, Quizzes, and Templates, and Project 3 "Build Your Business Plan" (page 40, Project 3 Worksheet, Template, and Quiz
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	(i) explain ethical actions in business operations, including ethical considerations in providing information	"Ethical and Social Responsibilities" (page 31), "Business Agreements" (page 37)	Project 1 Worksheet and Quiz, Project 2 Worksheet and Quiz
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	(ii) explain ethical actions in business operations, including confidential information		
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	(iii) explain ethical actions in business operations, including information appropriate to obtain from a client or another employee		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(i) manage internal business relationships to foster positive interactions by explaining the nature of human resources		
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(ii) manage internal business relationships to foster positive interactions by explaining the nature of workplace regulations		
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(iii) manage internal business relationships to foster positive interactions by discussing employment relationships		

(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(iv) manage internal business relationships to foster positive interactions by analyzing the impact of ethical decisions		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(v) manage external business relationships to foster positive interactions by explaining the nature of human resources		
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(vi) manage external business relationships to foster positive interactions by explaining the nature of workplace regulations		
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(vii) manage external business relationships to foster positive interactions by discussing employment relationships		
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(viii) manage external business relationships to foster positive interactions by analyzing the impact of ethical decisions		
(19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	(A) identify the legal issues affecting businesses	(i) identify the legal issues affecting businesses	Project 3 Conducting Legal Research (pages 35-40), "Ethical and Social Responsibilities (page 31), "Business Agreements" (page 37)	Project 1 Build Your Business Plan (page 26), Worksheet and Quiz; Project 2 Build Your Business Plan (page 34), Worksheet, Template, and Quiz; Project 3 Build Your Business Plan (page 40), Project 3 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>

(19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	(B) investigate the impact of the legal issues	(i) investigate the impact of the legal issues	Project 2 Creating a Trademark and Copyright Plan (pages 29-34), Project 3 Conducting Legal Research (pages 35-40), "Ethical and Social Responsibilities (page 31), "Business Agreements" (page 37), page 60	Project 1 Build Your Business Plan (page 26), Worksheet and Quiz; Project 2 Build Your Business Plan (page 34), Worksheet, Template, and Quiz; Project 3 Build Your Business Plan (page 40), Project 3 Worksheet, Template, and Quiz
(20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:	(A) identify the basic torts relating to business enterprises	(i) identify the basic torts relating to business enterprises		
(20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:	(B) describe the nature of legally binding contracts	(i) describe the nature of legally binding contracts		
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(A) describe the nature of legal procedure	(i) describe the nature of legal procedure		
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(B) discuss the nature of debtor-creditor relationships	(i) discuss the nature of debtor-creditor relationships		
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(C) explain the nature of agency relationships	(i) explain the nature of agency relationships		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(D) discuss the nature of environmental law	(i) discuss the nature of environmental law		
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(E) identify the role of administrative law	(i) identify the role of administrative law		
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(F) identify regulatory requirements affecting a business	(i) identify regulatory requirements affecting a business	Project 3 Conducting Legal Research (pages 35-40)	Project 3 Build Your Business Plan (page 40), Project 3 Worksheet, Template, and Quiz

(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(i) define effective channels of distribution strategies, including activities associated with transportation	Project 12 Creating an Operating Plan, "What is Included in the Operating Plan? 5. Distribution" (page 110)	Project 12 Build Your Business Plan (page 114), Project 12 Worksheet, Template, and Quiz
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(ii) define effective channels of distribution strategies, including activities associated with storage		
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(iii) define effective channels of distribution strategies, including activities associated with product handling	Project 12 Creating an Operating Plan (pages 109-114)	Project 12 Build Your Business Plan (page 114), Project 12 Worksheet, Template, and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(iv) define effective channels of distribution strategies, including activities associated with inventory control		
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	(i) explain how distribution can add value to goods		
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	(ii) explain how distribution can add value to services		
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	(iii) explain how distribution can add value to intellectual property		
(22) The student knows the scope and nature of distribution. The student is expected to:	(C) determine costs associated with distribution	(i) determine costs associated with distribution	Project 12 Creating an Operating Plan (pages 109-114)	Project 12 Build Your Business Plan (page 114), Project 12 Worksheet, Template, and Quiz
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(A) identify benefits and limitations of marketing research	(i) identify benefits of marketing research	Project 9 Creating a Market Analysis, "Why Include a Market Analysis in a Business Plan?" (pages 79-80)	Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(A) identify benefits and limitations of marketing research	(ii) identify limitations of marketing research	Project 9 "Why Include a Market Analysis in a Business Plan?" (pages 79-80)	Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(B) identify components of the marketing research process	(i) identify components of the marketing research process	Project 9 Creating a Market Analysis, "Four Components of a Market Analysis" (pages 80-81)	Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>

<p>(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:</p>	<p>(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions</p>	<p>(i) explain how to use the marketing research process in order to identify industry trends</p>	<p>Project 9 Creating a Market Analysis, "Four Components of a Market Analysis," #3: The Outlook of the Industry (page 81)</p>	<p>Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template</p>
<p>(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:</p>	<p>(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions</p>	<p>(ii) explain how to use the marketing research process in order to identify potential markets</p>	<p>Project 9- Creating a Market Analysis, "Four Components of a Market Analysis" (pages 80-81), Project 24- Creating the Executive Summary, "What is Included in the Executive Summary? - 3. Market Summary" (page 202)</p>	<p>Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template, and Project 24- "Build Your Business Plan" (page 206), Project 24 Worksheet and Template</p>
<p>(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:</p>	<p>(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions</p>	<p>(iii) explain how to use the marketing research process in order to analyze demand</p>	<p>Project 9- Creating a Market Analysis (pages 79-86)</p>	<p>Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template</p>
<p>(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:</p>	<p>(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions</p>	<p>(iv) explain how to use the marketing research process in order to forecast sales</p>	<p>Project 9- Creating a Market Analysis, "Four Components of a Market Analysis" (pages 80-81), Project 23- Creating a Projected Income Statement, "What is a Projected Income Statement?" (page 193) and Project 28- Creating a Future Action Pla, "What is Included in a Future Action Plan- 2. Sales and Marketing (page 224)</p>	<p>Project 9 "Build Your Business Plan" (page 85), Project 9 Worksheet and Template, Project 23- "Build Your Business Plan" (page 197), Project 23 Template, and Project 28- "Build Your Business Plan" (page 227), Project 28 Worksheet and Template</p>
<p>(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:</p>	<p>(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions</p>	<p>(v) explain how to use the marketing research process in order to make other decisions</p>	<p>Project 9- Creating a Market Analysis (pages 79-86), Project 10- Creating a Marketing Plan (pages 87-97), Project 11- Creating a Social Media Marketing Plan (pages 99-108), Project 12- Creating an Operating Plan (pages 109-114)</p>	<p>Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet and Template, Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet and Template, Project 11- "Build Your Business Plan" (page 108), Project 11 Worksheet and Project 11 Template, and Project 12- "Build Your Business Plan" (page 114), Project 12 Worksheet and Template</p>

(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(D) identify sources of primary and secondary data	(i) identify sources of primary data	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis," #1: Analysis of the Target Market (page 80), Project 13- Creating a Customer Prospect Database (pages 115-121)	Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz, and Project 13- "Build Your Business Plan" (page 120), Project 13 Worksheet and Quiz
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Narrative</b>	<b>Activity</b>
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(D) identify sources of primary and secondary data	(ii) identify sources of secondary data	Project 5- Creating a Professional Network (pages 49-54), Project 9- Creating a Market Analysis (pages 79-86)	Project 5- "Build Your Business Plan" (page 54), Project 5 Worksheet and Quiz, and Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(A) conduct a market analysis	(i) conduct a market analysis	Project 9- Creating a Market Analysis (pages 79-86)	Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(B) use appropriate technology to obtain information about the industry, customer, and competition	(i) use appropriate technology to obtain information about the industry	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis," #3: The Outlook of the Industry (page 81), Entrepreneur.com reference (page 81)	Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(B) use appropriate technology to obtain information about the industry, customer, and competition	(ii) use appropriate technology to obtain information about the customer	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis," #1: Analysis of the Target Market (page 80)	Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(B) use appropriate technology to obtain information about the industry, customer, and competition	(iii) use appropriate technology to obtain information about the competition	Project 9- Creating a Market Analysis, "Four Components of a Market Analysis," #2: Analysis of the Competition (page 80)	Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet, Template, and Quiz
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(C) conduct an analysis of strengths, weaknesses, opportunities, and threats	(i) conduct an analysis of strengths	Project 9- Creating a Market Analysis (pages 79-86) and Project 10- Creating a Marketing Plan (pages 87-97)	Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet and Template, and Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet and Template

<p>(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:</p>	<p>(C) conduct an analysis of strengths, weaknesses, opportunities, and threats</p>	<p>(ii) conduct an analysis of weaknesses</p>	<p>Project 9- Creating a Market Analysis (pages 79-86) and Project 10- Creating a Marketing Plan (pages 87-97)</p>	<p>Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet and Template, and Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet and Template</p>
<p><b>Knowledge and Skill Statement</b></p>	<p><b>Student Expectation</b></p>	<p><b>Breakout</b></p>	<p><b>Narrative</b></p>	<p><b>Activity</b></p>
<p>(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:</p>	<p>(C) conduct an analysis of strengths, weaknesses, opportunities, and threats</p>	<p>(iii) conduct an analysis of opportunities</p>	<p>Project 9- Creating a Market Analysis (pages 79-86) and Project 10- Creating a Marketing Plan (pages 87-97)</p>	<p>Project 9 Worksheet and Template, Project 10 Worksheet and Template</p>
<p>(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:</p>	<p>(C) conduct an analysis of strengths, weaknesses, opportunities, and threats</p>	<p>(iv) conduct an analysis of threats</p>	<p>Project 9- Creating a Market Analysis (pages 79-86) and Project 10- Creating a Marketing Plan (pages 87-97)</p>	<p>Project 9- "Build Your Business Plan" (page 85), Project 9 Worksheet and Template, and Project 10- "Build Your Business Plan" (page 96), Project 10 Worksheet and Template</p>