

East Penn School District
Secondary Curriculum

A Planned Course Statement
for
School Store II

Course # 647 Grade(s) 10-12

Department: Computer and Business Applications

Length of Period (mins.) 42 Total Clock Hours: 63

Periods per Cycle: 6 Length of Course (yrs.) .5

Type of Offering: required ✓ elective

Credit: .5

Adopted: 6/8/09

Developed by:
Jayne St.Mary

Description of Course

Course Title: School Store II

Description: Students of School Store II will run the store and will understand a managerial perspective to retail and potentially train the students of the School Store I class. Students will be responsible for the daily operations of a small retail store and specialize in school merchandise while incorporating entrepreneurial skills.

Goals:

Students will be able to:

- Enhance basic skills learned in School Store I
- Incorporate and build upon management and leadership skills

Requirements: School Store I

Text: Rue, Leslie W. and Lloyd L. Byars, Business Management. Glencoe, 2008

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
I. Introduction to Management	1	Students will: <ul style="list-style-type: none"> ◆ Discuss changes taking place in the business world today ◆ Define management ◆ Explain the importance of management 	A, L	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Homework • Hands-on evaluation 	PA 13.1.11 E NBEA Management I, II
II. Decision Making Skills	2	Students will: <ul style="list-style-type: none"> ◆ Explain the differences between intuitive and rational decision making ◆ List various factors, conditions, risks, and values affecting decision making ◆ Describe the advantages and disadvantages of group decision making ◆ List the different ways managers go about making decisions ◆ Discuss how to make creative and affective decisions 	U, R	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Hands-on evaluation 	NBEA Management X

<p>III. Communication Skills</p>	<p>3</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Understand why student managers need affective communication skills ◆ List the skills needed to listen actively ◆ List ways the business managers can improve their writing ◆ List ways that business managers can improve their oral communication skills ◆ Identify which form of communication is appropriate in different business situations 	<p>L, U, R</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Technology integration • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Homework • Hands-on evaluation 	<p>PA 13.3.11 C NBEA Management IV. Communication IV.</p>
<p>IV. Organization Structure</p>	<p>4</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Read an organizational chart ◆ List the four types of organizational structures and explain the advantages and disadvantages of each type ◆ List the factors that affect the type of structure an organization adopts ◆ Describe the roles of the chief executive officer and the board of directors 	<p>A, L, U, R</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Technology integration • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Homework • Hands-on evaluation 	<p>NBEA Management III</p>

<p>V. Motivation and Leadership</p>	<p>5</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Define entrepreneur and entrepreneurship ◆ List at least five rewards of being an entrepreneur ◆ Identify at least four challenges of being an entrepreneur ◆ Discuss why entrepreneurs are important to the American economy ◆ Discuss the initial steps in setting up a business ◆ Identify the parts of a business plan 	<p>A, L</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Technology integration • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Homework • Hands-on evaluation 	<p>NBEA Management I, II, Communication IV</p>
<p>VI. Management Control</p>	<p>6</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Describe the advantages and disadvantages of the three major forms of business organizations ◆ Describe how cooperatives and nonprofits are like and unlike corporations and franchises ◆ Differentiate the six types of businesses ◆ Describe the five functions of business ◆ Discuss how the five functions of business relate to each other 	<p>A, L</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Technology integration • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Homework • Hands-on evaluation 	<p>NBEA Management I, II, IX, XI</p>
<p>VII. Operation Control</p>	<p>7</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Describe the overall purpose of management ◆ Discuss the four functions of management ◆ Identify the differences between management structures ◆ List six skills necessary for effective management 	<p>L, U, R</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Technology integration • Analyzing management skills • Applying management skills at store 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Homework • Hands-on evaluation 	<p>NBEA Management I, II, XI</p>

National Business Education *Management* Standards

by the National Business Education Association

MANAGEMENT is the process of using organizational resources effectively and efficiently to achieve organizational goals through planning, organizing, leading/directing, and evaluating/controlling. Management education helps students understand various management theories, basic management functions and their interrelationships, and the organization and competitive niche of a business.

Successful managers are able to maximize the utilization of human resources. They are leaders who understand the benefits of teamwork and consensus building inside and outside an organization's operations. They recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. And like entrepreneurs, successful managers know that the ability to discern and respond quickly to changing economic conditions and new business opportunities is crucial to remaining viable in the marketplace.

The study of management is an essential component in the design and delivery of the business education curriculum. The standards outlined in this section provide a solid framework for helping students build a strong knowledge base and develop effective management skills. Mastery of these standards will help students lay the groundwork for managerial competence in the global marketplace.

Below is an overview of the achievement standards for the management content area. Each achievement standard states the understanding and competency students should attain. Each achievement standard has corresponding performance expectations. Each performance expectation delineates what students need to do to exhibit the knowledge and the skills required to meet the achievement standard. The corresponding performance expectations for each achievement standard are detailed in the publication.

I. Management Functions

Achievement Standard: Analyze the management functions and their implementation and integration within the business environment.

II. Management Theories

Achievement Standard: Analyze management theories and their application within the business environment.

III. Business Organization

Achievement Standard: Analyze the organization of a business.

IV. Personal Management Skills

Achievement Standard: Develop personal management skills to function effectively and efficiently in a business environment.

V. Ethics And Social Responsibility

Achievement Standard: Examine the role of ethics and social responsibility in decision making.

VI. Human Resource Management

Achievement Standard: Describe human resource functions and their importance to an organization's successful operation.

VII. Organized Labor

Achievement Standard: Describe the role of organized labor and its influence on government and business.

VIII. Technology and Information Management

Achievement Standard: Utilize information and technology tools to conduct business effectively and efficiently.

IX. Industry Analysis

Achievement Standard: Analyze a business organization's competitive position within the industry.

X. Financial Decision Making

Achievement Standard: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

XI. Operations Management

Achievement Standard: Apply operations management principles and procedures to the design of an operations plan.

XII. Global Perspective

Achievement Standard: Examine the issues of managing in the global environment.

National Business Education *Communication* Standards

by the National Business Education Association

THE COMMUNICATION CURRICULUM encourages mastery of the oral and written skills essential for interacting effectively with people in the workplace and in society. Of equal importance is the development of technology and processing skills critical for acquiring, interpreting, evaluating, and managing information.

While basic principles of communication remain fairly consistent, certain facets of it—such as international communication—are constantly evolving. As the world continues to change politically, economically, and geographically, new communication strategies will evolve. Educators must study and integrate these into the curriculum if students are to function effectively in a global society.

Technology, in particular, profoundly influences business communication, making technological competence a requirement for career advancement. Educators using these standards should also consult standards in international business and information technology to identify performance expectations that could be incorporated into their curriculum.

The body of knowledge called "communication" is unique in that it permeates all areas of the business education curriculum as well as all other educational disciplines. Communication standards, therefore, should not be limited to one course; they should be integrated throughout the curriculum.

Below is an overview of the achievement standards for the communication content area. Each achievement standard states the understanding and competency students should attain. Each achievement standard has corresponding performance expectations. Each performance expectation delineates what students need to do to exhibit the knowledge and the skills required to meet the achievement standard. The corresponding performance expectations for each achievement standard are detailed in the publication.

I. Foundations of Communication

Achievement Standard: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

II. Social Communication

Achievement Standard: Apply basic social communication skills in personal and professional situations.

III. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

IV. Employment Communication

Achievement Standard: Integrate all forms of communication in the successful pursuit of employment.

V. Organizational Communication

Course Objectives –

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Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.