

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

Course Title: **Management Fundamentals**

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

Carnegie Unit: **1**

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Management Fundamentals

Unit 1: Introduction to Business Management

Competency 1: Review educational, occupational, and leadership opportunities in Business Management

Suggested Enduring Understandings

1. Students will understand rules and regulations for the local school.
2. The Business pathway presents career opportunities and emerging technologies.
3. Students' career and educational plans should remain updated.
4. Leadership opportunities are available to students in the school and in the community.
5. Business leaders play a role in our democratic society.

Suggested Essential Questions

1. What are some of the school rules?
2. What are some of the careers you would like to research in this class?
3. Why should you update career and educational plans?
4. What leadership opportunities are available to you as a student?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Review student rules and regulations for the local school.	a. Discuss learning goals for the unit. As each concept is taught, present assessment criteria for each assignment to ensure that students understand standards and expectations.	a. Monitor group activities throughout the unit to assess student understanding and to ensure that all members participate.
b. Investigate career opportunities and emerging technologies in the Business pathway.	b. Have students work in groups based on their learning styles or interests and use the Internet, college catalogs, industry publications, and other information to research a list of careers for which they will be qualified upon program completion and postsecondary educational opportunities that will be available to them. Have each group present its findings by developing a game, compiling a booklet, or creating a bulletin board.	b. Evaluate the career and educational opportunities project for content and delivery.
c. Update the students' career and educational plans.	c. Explain educational and career opportunities that will be available to students after they complete the program. Have students use the Internet to research the technology introduced each year since the year they were born. Technology can be related to various fields including health, engineering, science, art, and agriculture. Students will then create a time line using the researched information.	c. Evaluate the career project for content and delivery.
d. Identify and describe leadership opportunities available from student youth organizations in the school and community.	d. Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.	d. Evaluate the CTESO presentation for content and delivery.
e. Examine the role of business leaders and	e. Have students read the article "Is the Role of a Leader Changing?" that is available at	e. Assess understanding based on participation

their responsibilities in a democratic society.

http://discussionleader.hbsp.com/goldsmith/2007/11/the_leader_of_the_future.html. Lead a classroom discussion using the following discussion starters:

How is the role of a business leader changing?
Will the qualities of a great leader be different in the future, or is great leadership timeless?

in class discussion.

Competency 2: Plan and develop an electronic portfolio

Suggested Enduring Understandings

1. Students will create a quality electronic portfolio.

Suggested Essential Questions

1. What is an electronic portfolio, and why do I need one?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the use and development of the electronic portfolio.	a. Discuss the writing process. Explain the process of creating an electronic portfolio. Discuss materials to be included, and present guidelines for organization and appearance.	a. Evaluate the electronic portfolio using the Portfolio Evaluation Checklist.
b. Create and maintain an electronic portfolio.	b. Continue with the development of the electronic portfolio.	b. Use a rubric to evaluate components of the electronic portfolio.

Competency 3: Review safety in the classroom and lab

Suggested Enduring Understandings

1. Students will learn proper safety procedures in the classroom.

Suggested Essential Questions

1. What are some safety concerns for the classroom?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the proper classroom and personal safety procedures to include fire extinguishers, electrical precaution, clothing, jewelry, eye protection, and so forth.	a. Invite a guest speaker from industry to discuss potential workplace health hazards. If this is not possible, have students interview two to three industry members about job safety, safety tips, and safety procedures for businesses. From the interview, have students use technology productivity tools and the writing process to write a paragraph summarizing their qualitative research.	a. Assess student understanding by using a rubric to evaluate the written paragraph on safety procedures.
b. Care for and use computer hardware correctly.	b. Have each student use the Internet or other resources to research safety issues and procedures. Have students present findings to the class by writing and producing a play, creating a slide show, leading a panel discussion, or writing a new law.	b. Have students self-evaluate and peer evaluate their classmates' safety-related projects.
c. Recognize the potential hazards of computer equipment.	c. Provide students with case studies or scenarios that describe various hazardous situations. Have students work in teams of three or four to analyze the case studies or scenarios by applying the appropriate rules and procedures and developing ways to prevent workplace hazards and apply	c. Assess each student's safety knowledge with a test administered via the Blackboard Learning System. Print and file the completed

appropriate first aid procedures.

test for documentation. Each student must score 100% accuracy before being allowed to participate in lab activities.

Competency 4: Describe legal implications related to the use of technology.

Suggested Enduring Understandings

1. Students will learn copyright laws.
2. There are legal implications by agreeing to the end user license agreement.

Suggested Essential Questions

1. Do I need to be concerned about copyright laws and the internet?
2. Who or what is a EULA?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research the Copyright Law of 1976.	a. Discuss the origin of the Copyright Law of 1976 using information available at http://www.arl.org/pp/ppcopyright/copyresources/copytimeline.shtml . Discuss historical information as an introduction to the copyright issues.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Provide feedback to students regarding their performance on activities and assignments. To ensure mastery, provide opportunities for them to review their work and make revisions.
b. Discuss software copyright issues.	b. Have students read and discuss information on the following Web sites: 10 Big Myths About Copyright Explained (http://www.templetons.com/brad/copymyths.html) Copyright and K–12: Who Pays in the Network Era? (http://www.ed.gov/Technology/Futures/rothman.html) Citing Electronic Sources (http://www.cyberbee.com/citing_sites.htm)	b. Observe student presentations of news events related to copyright issues.
c. Examine software licensing.	c. Discuss the purpose of software licensing agreements. Have students use the Internet to research and review copyright agreements. Have them look for unusual terms of use and read them aloud to the class.	c. Evaluate understanding based on participation in class discussion.
d. Outline Internet ethics and policies.	d. Discuss Internet ethics and policies and the local Internet policy. Have students sign agreements for Internet usage.	d. Evaluate student understanding based on agreement

to sign the Internet policy.

Competency 5: Publish and interact with peers, experts, and other audiences using telecommunications

Suggested Enduring Understandings

1. Students will learn how to be safe online.
2. All Web sites are not created equal.

Suggested Essential Questions

1. How can someone steal my identity?
2. How do I determine if a Web site is valid or not?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research safety issues related to telecommunications and the Internet.	a. Have students view video clips about Internet safety for teens from at http://www.netsmartz.org/resources/reallife.htm #realamy. Have students complete the Internet Safety Information Sheet.	a. Evaluate understanding based on completion of the Internet Safety Information Sheet.
b. Develop personal safety guidelines that will be used when using telecommunications and the Internet.	<p>b. Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present Internet safety information. Divide students into groups of four. Have each group visit http://www.getnetwise.org/ to research one of the following topics:</p> <p>Keeping children safe online Stopping unwanted e-mail and spam Protecting computers from hackers and viruses Keeping personal information private</p> <p>Share the Web sites http://www.missingkids.com and http://www.getnetwise.org/. Have students complete a teen safety reference sheet that includes information about the following:</p> <p>Internet safety guidelines for teens Strategies to enhance their ability to recognize dangers on the Internet Information about how to report victimizations to a trusted adult</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Have students submit the teen safety reference sheet signed by a parent or guardian.</p> <p>Check reference sheets for accuracy.</p>
c. Use browsers, search engines, and e-mail.	c. Demonstrate how to use a browser and a search engine to locate and create a free, Web-based e-mail account using filtered e-mail such as Gaggle.net.	c. Observe students as they use browsers, search engines, and e-mail.
d. Post information to discussion boards, blogs, wikis, and so forth.	d. Have students complete a teacher-created webquest to gain a foundation of knowledge of electronic mail. Make sure that students know the difference between SMTP, POP3, IMAP, and HTTP electronic mail protocols.	d. Evaluate the completed webquest by using a rubric.
e. Join and participate in appropriate, supervised list servers.	e. Use the Internet to search for educational listservs. Discuss their purpose and advantages. Have them to sign up for a listserv and create a weekly journal of what they have learned.	e. Evaluate the participation in the listserv by using a rubric for the journal.
f. Use an appropriate,	f. Create a private Ning for classroom journaling or	f. Evaluate

supervised chat room to communicate with peers, experts, and other approved audiences.	open discussions.	understanding by participation.
g. Evaluate Web page design techniques.	g. Have students create a checklist of Web page design elements and then use the checklist to evaluate Web pages located using a search engine.	g. Evaluate the completed checklists for accuracy and completeness.

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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).

Management Fundamentals

Unit 2: Principles of Business Management

Competency 1: Describe management principles.

Suggested Enduring Understandings

1. The managerial functions are included in the management process, including planning, organizing, staffing, energizing, and controlling.

Suggested Essential Questions

1. What are the managerial functions that are included in the management process?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Describe the management process to include the managerial functions of planning, organizing, staffing, energizing, and controlling.</p>	<p>a. Discuss learning goals for the unit. Present assessment criteria for each assignment to ensure that students understand standards and expectations.</p> <p>Pre-assess students' knowledge using the Idea Box method. Questions and terms will be placed in a box, and students will be asked to pull out a card and discuss, rap, illustrate, or draw what they know and understand about the concept. Use the Idea Box method at the end of the unit as a post-assessment of student learning.</p> <p>Have students define terms related to management principles to include planning, organizing, staffing, implementing, controlling, business ethics, mid-management, management style, supervisors, and core values.</p> <p>Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present information related to the management process (http://media.wiley.com/product_data/excerpt/08/08186800/0818680008.pdf).</p> <p>Have students interview a local business manager about management-related topics such as decision making, achieving goals, organizational structure, employee expectations, and risks incurred in business. Have students prepare a report of findings using APA style (http://apastyle.apa.org/). This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx).</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities. Provide feedback to students regarding their performance on activities and assignments. To promote mastery, provide opportunities for them to review their work and make revisions.</p> <p>Assess students using the Group Work Assessment Rubric.</p> <p>Use the Interview Assessment Rubric to evaluate student interviews.</p>

Competency 2: Evaluate employment information from multiple sources such as interviews, applications, references, and tests to make hiring decisions.

Suggested Enduring Understandings

1. There is a relationship between the Title VII of the Civil Rights Act of 1964 and employment.
2. The Civil Rights Act of 1964 has important history.
3. There are certain situations in which employees or applicants may be asked to take tests.
4. It is important to evaluate employment applications and screen applicants prior to interviews.
5. Certain questions are deemed appropriate for interviews.
6. It is important for applicants to participate in interviews.
7. Hiring new employees is an important part of employment.

Suggested Essential Questions

1. How are the Title VII of the Civil Rights Act of 1964 and employment related?
2. Why is the Civil Rights Act of 1964 important?
3. Why may an employee or applicant be asked to take certain tests?
4. Why is it necessary to evaluate employment applications and screen applicants before interviewing?
5. What are appropriate interview questions?
6. Why is it necessary for applicants to participate in interviews?
7. What are the benefits of hiring new employees, and how is this an important part of employment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the relationship of Title VII of the Civil Rights Act of 1964 to employment.	<p>a. Have students define terms related to employment, such as Civil Rights Act, EEOC, discrimination, applicants, job skills, interview, confidence, communication, diversity, benefits, employment application, work environment, and Fair Labor Act.</p> <p>Have students use the Internet to research the Title VII Civil Rights Act and the reason for its inception and present their findings to the class.</p> <p>Divide students into two teams, and have them debate whether the Civil Rights Act was effective or ineffective. Classroom debate how-to's may be found at the following Web sites: http://712educators.about.com/library/howto/htdebate.htm http://web.archive.org/web/20060503194518/http://w3.tvi.edu/~cgulick/roles.htm</p>	<p>a. Evaluate student debates using a teacher-created rubric.</p> <p>Assess student presentations using the Presentation Assessment Rubric.</p> <p>Evaluate student performance using the Group Work Assessment Rubric.</p>
b. Research the history of the Civil Rights Act of 1964.	<p>b. Ask students the following questions: What are civil rights? Do you know someone who has had his or her civil rights violated? What do you think happens when those rights are violated?</p>	<p>b. Evaluate student research of Title VII Civil Rights Act using the Web Page Evaluation Checklist. Have students use</p>

		<p>the checklist to self-assess the quality of their research.</p> <p>Use a teacher-created discussion rubric to check discussions for accuracy and participation.</p>
	<p>Have students complete Civil Rights Act of 1964 activities at http://www.archives.gov/education/lessons/civil-rights-act/. Activities include historical information, introductory materials, document analysis of the law, and research and discussion activities. Have students discuss their findings in the discussion board on Blackboard.</p>	
c. Describe situations in which employees or applicants may be asked to take tests.	c. Invite a speaker from the Equal Employment Opportunity Commission (EEOC) to speak to the class regarding discrimination in employment and the rights of the worker. Have the speaker discuss the different kinds of discrimination that are found in the workplace and the proper filing procedures for those who can prove discrimination on the job.	c. Use the Guest Speaker Evaluation Form.
	<p>Have students discuss EEOC regulations related to testing of job applicants (http://www.eeoc.gov/policy/docs/factemployment_procedures.html).</p>	Use observation to check for student understanding.
d. Evaluate employment applications, and screen applicants to be interviewed.	d. Obtain employment applications from local employers, and have students evaluate them for compliance with EEOC regulations.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
	<p>Have students research job requirements and write job descriptions. Have them use word processing software to produce a help-wanted advertisement.</p>	Use the Written Report Assessment Rubric to evaluate job descriptions.
e. Develop appropriate employment interview questions.	e. Have students develop appropriate interview questions and then write and present a skit that includes appropriate and inappropriate interview questions. Have students peer assess the scenarios.	e. Evaluate the skit using the Role-play or Skit Assessment Rubric.
f. Conduct employment interviews.	f. Have a personnel director from a local business conduct employment interviews with students. Videotape the interviews, and have students self-assess their performance.	f. Evaluate the student self-assessment of interviews.
g. Hire employees.	g. Have the interviewer rate each interviewee according to appearance, responses to interview questions, confidence, and communication skills and then make a hiring recommendation for each student based on the interview process.	g. Evaluate interviews using the Interview Assessment Rubric.

Competency 3: Plan employee orientation and training using online resources.

Suggested Enduring Understandings		Suggested Essential Questions	
1. Employee orientation and training are important parts of the employment process.		1. Why is it important to offer orientation and training for employees?	
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies	
a. Develop appropriate employee orientation and training session.	<p>a. Ask students the following questions: If you were required to conduct an orientation workshop for new employees, what kind of environment would you prepare? What facts would you provide?</p> <p>Have students define terms related to employee orientation and training to include orientation, OSHA, work compensation, W-4 Form, INS Form I-9, beneficiary, pension, mission statement, vision statement, and sick leave.</p> <p>Have students review new employee orientation sites to discover the types of orientation activities in which new employees might participate (http://www.management-advantage.com/products/free-ee2.htm). Lead a class discussion of orientation activities.</p> <p>Have students work in teams to develop a plan for new employee orientation activities. Discuss the development of employee training plans. Provide a training scenario, and have students develop a training plan. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.aspx).</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check terms for accuracy.</p> <p>Evaluate orientation activities for completeness and appropriateness.</p> <p>Evaluate training plans for accuracy, completeness, appropriateness, neatness, and format.</p>	

Competency 4: Appraise employee performance.)

Suggested Enduring Understandings		Suggested Essential Questions	
1. The steps of the management control process are setting standards, measuring performance, comparing performance with standards, and taking corrective action.	2. An employment procedures manual is essential for the workplace.	3. Employee performance appraisals provide feedback to the employee.	4. Problem performance and employees that are troubled can cause negative results in the workplace.
5. Counseling and performance management			
		1. What are the steps of the management control process?	2. Why is an employment procedures manual needed necessary for the workplace?
		3. How are employee performance appraisals beneficial for the workplace?	4. What are some of the consequences of an employee's problem performance, and what are some of the symptoms of a troubled employee?
		5. How can counseling and performance management procedures benefit employees	

procedures are often needed for problem employees.	and the workplace?
6. Due process is an important part of the firing process.	6. What is due process, and why is it important?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the steps in the management control process to include (1) setting standards, (2) measuring performance, (3) comparing performance with standards, and (4) taking corrective action.	<p>a. Have students define terms related to employee performance to include the following: Procedure manual, performance appraisal, employee appraisal, termination, due process, mediator, exit interview, promotion, transfer, discharge, and recruitment.</p> <p>Have students research the steps of the management control process including setting standards, performance measurement, and corrective action. Use their findings to lead a class discussion.</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check for student comprehension using observation.</p>
b. Produce an employment procedures manual. ^(DOK3)	<p>b. Have students work in teams to research employment procedures and develop a manual of employment procedures including employment, employment practices, and hiring practices (http://www.bizmanualz.com/pdf/samples/HRSample.pdf and http://humanresources.about.com/od/policysamples/a/policy_samples.htm). This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp).</p>	<p>b. Observe and evaluate the team presentations.</p>
c. Conduct employee performance appraisals.	<p>c. Discuss the importance of employee performance appraisals. Explain how employees receive feedback that benefits both the employee and employer.</p> <p>Have students get into pairs. Student A will be asked to perform a certain task, while Student B evaluates the performance. Have the students switch roles letting Student B perform a task, while Student A evaluates the performance.</p>	<p>c. Have students peer evaluate their performance in a given task.</p> <p>Use observation check for accuracy.</p>
d. Describe problem performance, and identify symptoms of a troubled employee.	<p>d. Lead a class discussion related to employee assistance programs (http://en.wikipedia.org/wiki/Employee_assistance_programs). Have students explain the purpose of employee assistance programs and list some of the resources offered by such programs.</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
e. Describe counseling and performance management procedures	<p>e. Use a data projector to present the slide presentation "How to Help an Underachiever" found at</p>	<p>e. Assess student understanding by observing</p>

for problem employees.	http://www.inc.com/multimedia/slideshows/content/sq-underachievers_pagen_1.html . Lead a class discussion of ways a manager can assist problem employees.	contributions to class discussions and participation in activities.
f. Describe procedures for firing an employee including due process.	f. Invite a guest speaker from a local business to inform students of the signs and symptoms of problem employees and to discuss strategies for improving employee performance. Ask the speaker to discuss laws related to hiring and termination of employees including due process. Have each student write a summary of what he or she learned using the Employee Performance Presentation Evaluation Form.	f. Use the Guest Speaker Evaluation to check for content and grammar.

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Management Fundamentals

Unit 3: Business Communication for Managers

Competency 1: Demonstrate business telephone procedures.

Suggested Enduring Understandings

1. Good communication skills are key in representing the company that you work for in a positive light.
2. Always express professionalism in answering the telephone at work.
3. It is always appropriate to answer the telephone in a professional manner.

Suggested Essential Questions

1. Why is it important to have good communication skills when answering the telephone?
2. Why should slang not be used in answering a business phone?
3. Is it appropriate to use slang when answering the telephone at any time?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Research the history of the telephone and its impact on business communication.</p>	<p>a. Ask students the following questions: Do you have a cell phone? If so, what kind of phone do you have? What features does your phone have? Do you use those features? How often? How does the cell phone differ from a business phone?</p> <p>Have students develop a time line using the information.</p> <p>Have students define terms related to business phone procedure including wireless, voice mail, text messaging, screening, answering machine, speed dialing, caller ID, call forwarding, call hold, call waiting, automatic callback, and conference call.</p> <p>Have students work in pairs to create a graphic of each term to represent their understanding of the meaning of the terms.</p>	<p>a. Assess students using the Written Report Assessment Rubric.</p> <p>Evaluate time lines for accuracy and completeness.</p> <p>Evaluate students by using word wall with related terms. Students will visit each term and write down what the term means and use in sentence.</p> <p>Check for student understanding by using the Group Work Assessment Rubric.</p>
<p>b. Demonstrate appropriate techniques for answering calls, placing calls on hold, and transferring calls.</p>	<p>b. Lead a class discussion of appropriate telephone procedures. Have a group of students perform a humorous skit that demonstrates inappropriate telephone procedures. At the end of the performance, have the class make a list of the inappropriate procedures included in the skit. Lead a class discussion of what procedures should have been followed.</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p>

c. Accurately record telephone messages.	c. Explain to students the steps for taking accurate telephone messages. Have students take telephone messages using message pads. Students will peer assess the messages for completeness and accuracy.	c. A rating checklist will be used by students to peer assess telephone messages for neatness, completeness, and accuracy.
d. Apply techniques for screening calls.	d. Explain procedures for handling difficult callers. Have students work in teams to create and present scenarios of how to handle difficult callers.	d. Evaluate scenarios for inclusion of appropriate procedures for handling difficult callers.
e. Research specialized equipment available for physically impaired telephone users.	e. Have students visit the local library to view telephone equipment used for physically impaired users.	e. Have students create a spreadsheet and graph in comparing the various types of services offered.
f. Demonstrate techniques for handling difficult callers.	f. Explain procedures for handling difficult callers. Have students work in teams to create and present scenarios of how to handle difficult callers.	f. Evaluate scenarios for inclusion of appropriate procedures for handling difficult callers.
g. Research wireless telephone services available for business use.	g. Have students research the different types of wireless telephone services that are available and the kinds of products offered and create a spreadsheet that compares various services, products, and prices.	g. Students will create a presentation board of the various wireless services available for oral presentation. The Presentation Assessment Rubric will be used for assessment.

Competency 2: Create business documents.

Suggested Enduring Understandings

1. It is important that all major parts of a letter be used when writing business letters.
2. There are several different styles of business letters that can be used.
3. There are differences and similarities in a business letter and a personal letter.
4. It is important to plan and organize before business documents are written.

Suggested Essential Questions

1. What are the major parts of a business letter?
2. What are the different styles of business letters that can be written?
3. What are the differences and similarities between a business letter and a personal letter?
4. Why is it important to plan and organize before writing business documents?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the parts of business letter.	<p>a. At the beginning of the unit, use the question/answer method to determine students' prior knowledge of different kinds of letters. At the end of the unit, have students identify parts of the business letter and the different letter styles used.</p> <p>Use a data projector to present samples of various business and personal style letters. Explain the differences and similarities of a business style letter and a personal letter. Have students define terms related to business documents including the following: Block style letter, modified block style, and simplified</p>	a. Assess student understanding by observing contributions to class discussions and participation in activities.

	block style, inside address, greeting, body, closing, memo, and reference initials.	
b. Correctly format business letters in the block, modified block, and simplified block styles and business envelopes.	b. Have students correctly format modified block, simplified block, and block style letters. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam.	b. Evaluate letters using the Business Letter Assessment Rubric.
c. Plan, organize, and create various business letters to include the following: Letter of request, persuasive letter, job offer letter, letter to unsuccessful job applicants, letter of refusal, sales and promotional letters, and handwritten thank-you note and envelope.	c. Have students write and format a letter of request to a college or university for college entrance information. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. Have students write a thank-you note to the college when requested information is received. Have students correctly format formal and simplified memorandums. Have students create a portfolio of letter and memorandum styles.	c. Evaluate letters using the Business Letter Assessment Rubric.
		Evaluate portfolios for neatness, completeness, and accuracy.
d. Critique business letters; proofread, edit, and make corrections.	d. Have students work in pairs to peer assess letters. Have students proofread and edit letters.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Plan, organize, and create formal and simplified memos.	e. Have students explain the difference between a memo and a business letter. Have students correctly format simplified memos to several businesses.	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Research a management-related topic, using electronic sources, and create a business report in APA style. (1) Examine online research techniques. a. Use a search engine. b. Critique	f. Have students research, write, and format a report in APA style (http://apastyle.apa.org/) on a teacher-approved, management-related topic. Have students present findings using an electronic slide presentation. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. Have students correctly format a business report including the following elements: Title page, table of contents, body, and bibliography. This assignment	f. Evaluate reports using the Written Report Assessment Rubric.

electronic resources for credibility, timeliness, viewpoint/bias, accuracy, usefulness, appropriateness, depth, and scope of information and the use of cited, reputable sources.

(2) Preview report styles.

(3) Plan, organize, and create a business report using word processing software.

(4) Critique the report; proofread, edit, and make corrections.

should be designed to meet the certification standards for the Microsoft Office Specialist exam.

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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).

Management Fundamentals

Unit 4: Business Procedures

Competency 1: Demonstrate business use of mail, telecommunication systems, and office equipment.

Suggested Enduring Understandings

1. A fax machine transmits images via phone lines.
2. E-mail should be used in an ethical manner.
3. Acceptable use policies help protect the owner of equipment, software, and Internet use.

Suggested Essential Questions

1. How does a fax machine transmit information?
2. What are some of the improper ways to use e-mail?
3. Why is important to have an acceptable use policy in place?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Research the origins of the U.S. Postal Service.</p> <p>b. Classify and process incoming, outgoing, and confidential correspondence.</p> <p>c. Demonstrate the use</p>	<p>a. Have students define the following terms related to the business use of mail and telecommunications systems: Bulk mail, e-mail, networking, postage, postage meter, bar code, delivery confirmation, express mail, first class mail, facsimile (fax), telecommunications, analog, digital, modem, videoconferencing, junk mail, mailing lists, zip codes, automated, confidential, time zone, duplexing, toner, collate, copy log, image enlargement and reduction, and copy count.</p> <p>Use the Flyswatter Terminology game to assess knowledge of mail and telecommunication terminology. Divide students into two teams. Post terms on a wall, and give one student from each team a flyswatter. Read each definition, and have students swat the matching term. The first student to hit the correct term scores two points for his or her team.</p> <p>Have students use the Internet to research the history of the U.S. Postal Service and create a time line. The time line will include the time in history and factual information along with a graphic or drawing illustration. Information related to the history of the U. S. Post the time line around the room in date/time line order.</p> <p>b. Use a Graffiti Wall to pre-assess student knowledge of correspondence. The Graffiti Wall technique provides an opportunity for students to decorate a wall or space with graphics/pictures that represent what they understand about a topic.</p> <p>c. Demonstrate the use of a facsimile machine, and</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check for student understanding by observation.</p> <p>Assess the business communications time line for completeness and accuracy.</p> <p>b. Assess student contributions to the Graffiti Wall.</p> <p>c. Assess student</p>

<p>of a facsimile machine.</p>	<p>explain all elements of the fax report.</p> <p>Have students use a facsimile machine. Have them locate and explain the elements of the fax report.</p>	<p>understanding by observing contributions to class discussions and participation in activities.</p> <p>Check for student comprehension by observation.</p>
<p>d. Demonstrate ethical, appropriate use of business e-mail.</p>	<p>d. Have students research e-mail etiquette and then create and present a poster with a list of etiquette do's and don'ts.</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>e. Create an acceptable use policy using online resources and word processing software.</p>	<p>e. Present information to students regarding acceptable use policies. Discuss the importance and purpose of acceptable use policies (http://www.marshall.com/issues/acceptable-use-policy.asp and http://compnetworking.about.com/od/filetransferprotocol/a/aup_use_policy.htm).</p> <p>Have students create an acrostic. The first letter of each word included in the acrostic should spell the term "acceptable use policy." Each word in the acrostic should describe a characteristic of an acceptable use policy.</p> <p>Review the school's acceptable use policy, and have students make revisions and then retype the policy using word processing software.</p> <p>Discuss the importance of an acceptable use policy. Have students work in groups to create an acceptable use policy for business Internet use. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp).</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Have students peer assess acceptable use policies.</p> <p>Evaluate acceptable use policies for accuracy.</p> <p>Check for student understanding by using the Group Work Assessment Rubric.</p>
<p>f. Describe the impact of science and technology on the historical development of business communication systems in the United States.</p>	<p>f. Have students research the impact of science and technology on the historical development of business communication systems in the U.S. Have students use the online creation tool found at http://www.readwritethink.org/materials/timeline/ to create a time line of business communication.</p>	<p>f. Assess student understanding by observing contributions to class discussions and participation in activities.</p>

g. Use the Internet to research and compare features and prices of photocopier systems.	g. Demonstrate the features of a photocopier. Have students use word processing software to create a procedures manual for using photocopier features. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp).	g. Assess student understanding by observing contributions to class discussions and participation in activities.
h. Given a business scenario, select a photocopier appropriate for a specified purpose, and provide a rationale for the selection.	<p data-bbox="561 489 1154 552">h. Have students refer to their procedures manual while making a photocopy.</p> <p data-bbox="561 716 1154 1451">Present the following scenario to students, and have them simulate a business presentation: You are the chair of the equipment purchasing committee for your company. You are responsible for researching features and prices of photocopiers for the department for which you work. The department makes approximately 5,000 copies per day. Use the Internet to research and compare features and prices of three photocopiers that might be purchased by the department. Determine which machine best meets departmental needs based on cost effectiveness and efficiency. Prepare a report of your findings and an electronic presentation to present your recommendation to the committee. Your report and presentation should include your findings and provide a rationale for your recommendation. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp).</p>	<p data-bbox="1179 489 1474 709">h. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p data-bbox="1179 747 1474 873">Use the Role-play or Skit Assessment to check for student understanding.</p>

Competency 2: Investigate time management concepts.

Suggested Enduring Understandings

1. When scheduling appointments, there are guidelines to follow.
2. Time management techniques are important in the workplace.

Suggested Essential Questions

1. What guidelines should be followed when scheduling appointments?
2. Why is it important to have good time management techniques?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain guidelines to follow when scheduling	a. Discuss time management. Why is it important? Ask students to discuss what might happen if they failed to use time management techniques.	a. Assess student understanding by observing

<p>appointments.</p>	<p>Have students define the following terms related to time management concepts: Calendar, recurring, appointments, time management, obligations, flexible, and chronologically.</p> <p>Use information from http://www.mindtools.com/pages/article/newHTE_00.htm to discuss time management.</p> <p>Have students use the features in Microsoft Outlook to schedule a day that includes appointments and an alarm to sound 5 minutes before the end of class.</p>	<p>contributions to class discussions and participation in activities.</p> <p>Use the Blackboard Learning System to assess student understanding of terms and concepts of time management.</p> <p>Check appointments for accuracy.</p>
<p>b. Research and compare common time management techniques.</p>	<p>b. Have students use the Internet to research a time management tool and report their findings in an oral presentation.</p> <p>Have students play the time management game at http://www.planetozkids.com/ozzoom/games/diner-shop-time-management-games.htm.</p>	<p>b. Evaluate oral presentations using the Presentation Assessment Rubric.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p>

Competency 3: Conduct formal meetings, and prepare related documents using technology.

Suggested Enduring Understandings

1. The secretary generally prepares and reads the minutes of a business meeting.
2. Robert's Rules of Order are the general rules to follow for the progression of a business meeting.
3. An agenda outlines the activities of a business meeting.

Suggested Essential Questions

1. What is an agenda?
2. What is the accepted procedure to follow in a business meeting?
3. Who prepares the minutes in a business meeting?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Describe the process of planning and scheduling formal meetings.</p>	<p>a. Have students complete the online pretest at http://www.rulesonline.com/home/Quiz.htm. At the end of the lesson, use the same test as a post-assessment.</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in</p>

		activities.
	Have students define terms related to formal business meetings to include agenda, minutes, call to order, and adjourn.	Evaluate student knowledge using a pretest and posttest on Robert's Rules of Order.
b. Prepare an agenda in an acceptable format using word processing software.	b. Have students create and correctly format an agenda for an FBLA meeting. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp).	b. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate agendas for completeness and accuracy.
c. List the steps to follow in planning a business meeting.	c. Have students role-play a business meeting using Robert's Rules of Order. Include inappropriate practices in the role-play, and have the class identify these practices as they observe the role-play.	c. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate participation in business meeting role-play.
d. Conduct a business meeting according to Robert's Rules of Order.	d. Conduct an FBLA meeting using Robert's Rules of Order. Have a student record meeting minutes on the board.	d. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate minutes for completeness and accuracy.
e. Prepare minutes in an acceptable format using word processing software.	e. Have students use word processing software to correctly format minutes of the FBLA meeting. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp).	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Discuss the similarities of business meeting procedures with the	f. Use a data projector to display the C-Span Web site at http://www.c-span.org . Click on the Watch Live link for the House or the Senate. Use a Venn	f. Assess student understanding by observing

operations of the U. S. Congress.

diagram (<http://www.graphic.org/venbas.html>; http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams/) to lead students in a discussion of the similarities between a meeting of Congress and a formal business meeting.

contributions to class discussions and participation in activities.

Have students list five things that they observed while watching the Congress in action. Use their lists to lead a class discussion.

Competency 4: Plan a trip using online resources.

Suggested Enduring Understandings

1. A travel itinerary can be developed using word processing software.
2. A travel portfolio or brochure can be developed using word processing software.

Suggested Essential Questions

1. Which type of software would you use to prepare a travel itinerary?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Prepare a travel itinerary for a selected destination using word processing software.	a. Define terms related to business travel to include itinerary, layover, reservations, accommodations, expenses, budget, destination, and lodging.	a. Evaluate the travel itinerary for accuracy and completeness.
b. Prepare a travel budget and portfolio for the destination using word processing software	b. Have students use the Internet to develop a travel portfolio for a selected destination. The portfolio should include a correctly formatted itinerary, flight schedules, layovers, planned meal reservations, car rental and ground transportation information, and hotel accommodations. Provide portfolio guidelines, and have students work within a given travel budget.	b. Check portfolios for accuracy.

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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

Business Letter Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	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	
Information, Style, Audience, and Tone	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	
Accurate Parts	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	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	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	
				TOTAL	

Comments:

Business Plan Worksheet

NAME: _____

DATE: _____

PERIOD: _____

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: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	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	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	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	
Design	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.	
Length	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	
Eye Contact	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:

CTESO Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	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	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	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	

Case Study Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
TOTAL					

Comments:

Electronic Slide Presentation Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	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	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	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	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

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

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.

Guest Speaker Evaluation Form

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 Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
TOTAL					

Comments:

Listening Skills Questionnaire

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?

5. How was the conflict resolved?

6. What was your favorite part of the story?

MS SBA Registration and Licensing Procedures Checklist

NAME: _____ DATE: _____ PERIOD: _____

Have students investigate the Web site of the Mississippi Small Business Development Center's State Office available at <http://www.olemiss.edu/depts/mssbdc/FAQ.html> to determine procedures for registration and licensing. Have them develop a brochure that outlines the procedures.

Criteria	Points
1. Brochure is designed according to standard design principles as outlined in the <i>12 Rules of Desktop Publishing</i> (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
2. Brochure lists and describes procedures for registration and licensing.	/30
3. Brochure copy is original work and is not plagiarized.	/30
4. Sources are cited in correct APA style.	/30
5. Brochure contains no grammar, spelling, or typographical errors.	/30
6. All Web-based sources are credible.	/30
TOTAL SCORE	_____
Highest Possible Score	200

Portfolio Evaluation Checklist

Criteria	Points
1. Portfolio is bound neatly in a three-ring binder.	/20
2. Title page is properly formatted with no typographical errors.	/20
3. Table of contents is properly formatted with no typographical errors.	/20
4. A labeled section divider is included for each unit.	/20
5. Five activities are included in each section.	/20
TOTAL SCORE	_____
TOTAL POSSIBLE SCORE	100

Poster Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	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.	
Labels	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.	
Attractiveness	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.	
Grammar	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.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	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	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	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	
				TOTAL	

Comments:

Reflection

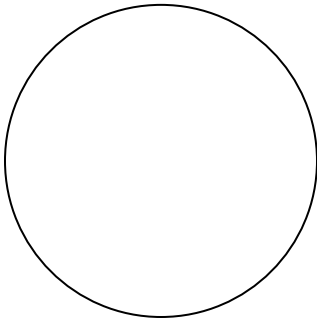
NAME:

DATE:

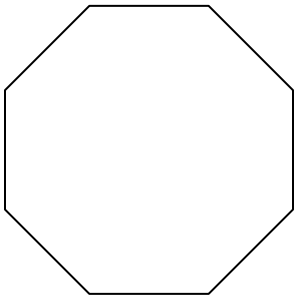
PERIOD:



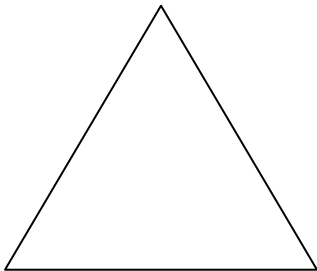
Something I learned that SQUARED with my beliefs:



A question going AROUND in my mind:



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



Three important POINTS to remember are the following:

Resume Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	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	
Education	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	
Experience	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	
Factual	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	
TOTAL						

Comments:

Role-play or Skit Assessment Rubric

NAME:

DATE:

PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	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	
Knowledge Gained	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	
Props	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	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
TOTAL					

Comments:

Safety Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	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	
Design	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.	
Length	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	
Eye Contact	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	

Sources of Government Funding Brochure Checklist

NAME: _____

DATE: _____

PERIOD: _____

Criteria	Points
1. Brochure is designed according to standard design principles as outlined in the <i>12 Rules of Desktop Publishing</i> (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
2. Brochure lists and describes sources of government funding for all countries listed in the assignment.	/20
3. Pros and cons of funding sources are listed.	/20
4. Brochure copy is original work and is not plagiarized.	/30
5. Sources are cited in correct APA style.	/30
6. Brochure contains no grammar, spelling, or typographical errors.	/30
7. All Web-based sources are credible.	/20
TOTAL SCORE	_____
Highest Possible Score	200

Travel Portfolio Evaluation Checklist

NAME:

DATE:

PERIOD:

Criteria	Points
1. Portfolio is bound neatly in a three-ring binder.	/20
2. Cover is designed according to standard design principles.	/30
3. Table of contents is properly formatted with no typographical errors.	/20
4. All components are included:	/30
Itinerary	
Flight schedules	
Layovers	
Planned meal reservations	
Car rental and ground transportation information	
Hotel accommodations, including prices and driving directions	
5. Itinerary is properly formatted with no typographical errors.	/30
6. A labeled section divider is included for each component.	/10
7. Portfolio includes a properly formatted travel budget.	/30
8. Trip adheres to established budget limitations.	/30
TOTAL SCORE	<hr/>
Highest Possible Score	200

Understanding the Fundamentals of Business and Economics Presentation Questionnaire

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 career goals. How could this information be applied in the management or ownership of a business?

Web Page Evaluation Checklist

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?

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:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	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	
Organization	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	
TOTAL					

Comments: