



City of St. Charles School District

CAPS CURRICULUM

Adopted 2016-2017

Revised 2019-2020

CAPS Curriculum Committee

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CAPS Curriculum
TABLE OF CONTENTS

| | |
|---------------------------------|-----------|
| Table of Contents..... | Pg. 2 |
| District Mission Statement..... | Pg. 3 |
| District Vision..... | Pg. 3 |
| District Values..... | Pg. 3 |
| District Goals..... | Pg. 4 |
| Philosophical Foundations..... | Pg. 5 |
| CAPS Philosophical..... | Pg. 6 |
| CAPS Rationale..... | Pg. 6 |
| CAPS Program Goals..... | Pg. 6 |
| CAPS Scope and Sequence..... | Pg. 7-8 |
| CAPS Curriculum..... | Pg. 9-16 |
| Appendix..... | Pg. 17-40 |

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Global Business and Entrepreneurship Philosophy

Global Business and Entrepreneurship was developed to provide students with the opportunity to understand and operate in the entrepreneurial work force. As work force demands change throughout the area and globally, educators must prepare students to understand the skills necessary to develop viable business solutions to real-world problems. It is the premise of this course to give students a strong platform in mastering the interpersonal, business, and fiscal skills required in an entrepreneurial environment.

Rationale

In this course, students will develop the necessary skills to build a strong business network, develop professional acumen, work with others to create solutions to real-world problems and understand the dynamics of being an entrepreneur.

Program Goals

The goals of this course are to:

- Develop the students' professional skills
- Provide students with the skills to create a business network
- Give students the tools to leverage community and business resources for the purpose of building a business, product, idea, or brand

| Scope and Sequence | |
|--|------|
| CAPS-Global Business and Entrepreneurship | |
| I= Introduce R= Reinforce M=Master | #### |
| Professional Skills | |
| Demonstrate honesty and integrity | R-M |
| Demonstrate responsible behavior | R-M |
| Demonstrate initiative | R-M |
| Demonstrate ethical work habits | R-M |
| Exhibit passion for goal attainment | R-M |
| Recognize others' efforts | R-M |
| Lead others using positive statements | R-M |
| Develop team spirit | R-M |
| Enlist others in working toward a shared vision | R-M |
| Share authority, when appropriate | R-M |
| Value diversity | R-M |
| Discovery | |
| Explain the need for entrepreneurial discovery | I-M |
| Discuss the entrepreneurial process | I-M |
| Determine opportunities for venture creation | I-M |
| Describe idea-generation methods | I-M |
| Generate venture ideas | I-M |
| Determine feasibility of ideas | I-M |
| Concept Develop | |
| Describe entrepreneurial planning considerations | I-M |
| Assess start-up requirements | I-M |
| Assess risk association with venture | I-M |
| Describe external resources useful to entrepreneurs during concept development | I-M |
| Assess the need to use external resources for concept development | I-M |

| | |
|--|-----|
| Describe strategies to protect intellectual property | I-M |
| Use components of a business plan to define venture idea | I-M |
| Product/Service Creation | |
| Explain methods to generate a product/service idea | I-M |
| Generate product/service ideas | I-M |
| Assess opportunities for import substitution | I-M |
| Determine product/service to fill customer need | I-M |
| Plan product/service mix | I-M |
| Choose a product name | I-M |
| Determine unique selling proposition | I-M |
| Develop strategies to position product/service | I-M |
| Build brand/image | I-M |
| Evaluate customer experience | I-M |



CONTENT AREA: Center for Advanced Professional Studies

COURSE: Global Business and Entrepreneurship

UNIT TITLE: Professional Skills

UNIT DURATION: Semester Long

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- *Strengths Finder 2.0* Text
- Related articles

BIG IDEA(S):

- Students are able to represent themselves in a professional setting on the basis of dress, manners, communication and presence.

ENDURING UNDERSTANDINGS:

- Students will know how to conduct themselves professionally in face-to-face meetings, phone conversations, electronic communication and other communication avenues.

ESSENTIAL QUESTIONS:

- How do I present myself appropriately in dress for a professional meeting?
- How do I effectively communicate with colleagues and/or potential clients?
- How do I behave in a professional meeting?
- What differences are there between personal and professional communication?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| B.01 | Demonstrate honesty and integrity | X | |
| B.02 | Demonstrate responsible behavior | X | |
| B.03 | Demonstrate initiative | X | |
| B.04 | Demonstrate ethical work habits | X | |
| B.05 | Exhibit passion for goal attainment | | X |
| B.06 | Recognize others' efforts | | X |
| B.07 | Lead others using positive statements | | X |
| B.08 | Develop team spirit | X | |
| B.09 | Enlist others in working toward a shared vision | X | |
| B.10 | Value diversity | | X |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Describe characteristics of an acceptable work ethic | |
| WHAT SHOULD STUDENTS... | | |
| <p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> | <p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> | <p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p> |
| <ul style="list-style-type: none"> ● Students will be able to conduct themselves in a professional manner in a variety of settings. | <ul style="list-style-type: none"> ● Students will know the vernacular associated with the area of business in which they are working. | <ul style="list-style-type: none"> ● Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| <p style="text-align: center;">TEACHER INSTRUCTIONAL ACTIVITY</p> | <p style="text-align: center;">STUDENT LEARNING TASK</p> | <p style="text-align: center;">DOK TARGET</p> <p style="text-align: center;">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> ● Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> ● This will vary depending upon internship student is involved in. | <p>DOK 1-4 depending upon activity.</p> |



| | |
|---|---|
| CONTENT AREA: Center for Advanced Professional Studies | UNIT TITLE: Project-Product/Service Creation |
| COURSE: Global Business and Entrepreneurship | UNIT DURATION: Semester Long |

| | |
|---|---|
| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> Strengths Finder 2.0 Text | BIG IDEA(S): <ul style="list-style-type: none"> Students will know how to effectively approach any given business or marketing project within their field of study. |
| ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will know how to budget their time in order to meet project deadlines Student will know how to effectively communicate through all avenues in order to facilitate a project | ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> How do I manage my time in order to effectively meet project deadlines? How do I professionally manage communication with all parties in order to facilitate a project? How do I present a project so that the outcome is successful? |

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| L.01 | Explain methods to generate a product/service idea | | X |
| L.02 | Generate product/service idea | X | |
| L.03 | Assess opportunities for import submission | | X |
| L.04 | Determine product/service to fill customer need | X | |
| L.05 | Determine initial feasibility of product/service ideas | X | |
| L.06 | Plan product/service mix | X | |
| L.07 | Choose product name | X | |
| L.08 | Determine unique selling proposition | X | |
| L.09 | Develop strategies to position product/service | X | |
| L.10 | Build brand/image | X | |
| L.11 | Evaluate customer experience | | X |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Describe characteristics of an acceptable work ethic | |
| WHAT SHOULD STUDENTS... | | |
| <p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> | <p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> | <p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p> |
| <ul style="list-style-type: none"> ● Students will be able to conduct themselves in a professional manner in a variety of settings. | <ul style="list-style-type: none"> ● Students will know the vernacular associated with the area of business in which they are working. | <ul style="list-style-type: none"> ● Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| <p style="text-align: center;">TEACHER INSTRUCTIONAL ACTIVITY</p> | <p style="text-align: center;">STUDENT LEARNING TASK</p> | <p style="text-align: center;">DOK TARGET</p> <p style="text-align: center;">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> ● Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> ● This will vary depending upon internship student is involved in. | <p>DOK 1-4 depending upon activity.</p> |



CONTENT AREA: Center for Advanced Professional Studies
COURSE: Global Business and Entrepreneurship

UNIT TITLE: Project-Discovery
UNIT DURATION: Semester Long

| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | | BIG IDEA(S): | |
|--|--|---|---------------------|
| <ul style="list-style-type: none"> Strengths Finder 2.0 Text | | <ul style="list-style-type: none"> Students will know how to envision entrepreneurial solutions to real-world problems. | |
| ENDURING UNDERSTANDINGS: | | ESSENTIAL QUESTIONS: | |
| <ul style="list-style-type: none"> Students will know how to assess a challenge. Students will know how to generate ideas as potential solutions to the challenge. Students will know how to effectively assess the given solution for feasibility. | | <ul style="list-style-type: none"> How do I look at a large, real-world problem in manageable pieces? How do I generate ideas that will be feasible? How do I know if an idea is feasible? | |
| WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? | | | |
| Standards, Concepts, Content, Skills, Products, Vocabulary | | | |
| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
| A.01 | Explain the need for entrepreneurial discovery | | X |
| A.02 | Discuss entrepreneurial discovery process | X | |
| A.04 | Determine opportunities for venture creation | X | |
| A.06 | Describe idea-generation methods | | X |
| A.07 | Generate venture ideas | X | |
| A.08 | Determine feasibility of ideas | | X |

| | | |
|--|---|---|
| OBJECTIVE # 1 | Entrepreneurial discovery | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will be able to conduct themselves in a professional manner in a variety of settings. | <ul style="list-style-type: none"> Students will know the vernacular associated with the area of business in which they are working. | <ul style="list-style-type: none"> Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> This will vary depending upon internship student is involved in. | DOK 1-4 depending upon activity. |



CONTENT AREA: Center for Advanced Professional Studies

COURSE: Global Business and Entrepreneurship

UNIT TITLE: Project-Concept Development

UNIT DURATION: Semester Long

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- *Strengths Finder 2.0* Text

BIG IDEA(S):

- Students will know how to effectively assess resources for a venture project.

ENDURING UNDERSTANDINGS:

- Students will know how to identify venture resources.
- Students will know how to assess risks associated with venture resources.
- Students will know how to develop a solid business plan.

ESSENTIAL QUESTIONS:

- How do I assess venture risk?
- How do I identify resources that are beneficial to my venture?
- How do I create a concrete and executable business plan?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| A.09 | Describe entrepreneurial planning considerations. | X | |
| A.11 | Assess start-up requirements. | X | |
| A.12 | Assess risk associated with venture. | | X |
| A.13 | Describe external resources useful to entrepreneurs during concept development. | X | |
| A.14 | Assess the need to to use external resources for concept development. | | X |
| A.15 | Describe strategies to protect intellectual property. | | X |
| A.16 | Use components of a business plan to define venture idea. | X | |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Develop an actionable business plan. | |
| WHAT SHOULD STUDENTS... | | |
| <p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> | <p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> | <p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p> |
| <ul style="list-style-type: none"> ● Students will be able to understand the requirements of a successful business plan and the necessary resources to build the plan. | <ul style="list-style-type: none"> ● Students will know the vernacular associated with the area of business in which they are working. | <ul style="list-style-type: none"> ● Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| <p style="text-align: center;">TEACHER INSTRUCTIONAL ACTIVITY</p> | <p style="text-align: center;">STUDENT LEARNING TASK</p> | <p style="text-align: center;">DOK TARGET</p> <p style="text-align: center;">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> ● Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> ● This will vary depending upon internship student is involved in. | <p>DOK 1-4 depending upon activity.</p> |



CONTENT AREA: Center for Advanced Professional Studies

COURSE: Medical

UNIT TITLE: Healthcare Oriented Professional Skills

UNIT DURATION: Semester Long

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Related articles
- Guest Presenters
- Hospital system contracts

BIG IDEA(S):

- Students are able to represent themselves in a professional setting on the basis of dress, manners, communication and presence.

ENDURING UNDERSTANDINGS:

- Students will know how to conduct themselves professionally in face-to-face meetings, phone conversations, electronic communication and other communication avenues.
- Students will know, be able to articulate, and adhere to the professional and privacy standards set forth by the medical community with which they work.

ESSENTIAL QUESTIONS:

- How do I present myself appropriately in dress for a professional meeting?
- How do I effectively communicate with colleagues and/or potential clients?
- How do I behave in a professional meeting?
- What differences are there between personal and professional communication?
- What are the patient privacy standards?
- What are the professional standards of the hospital system/medical practice with which I am working?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| B.01 | Demonstrate honesty and integrity | X | |
| B.02 | Demonstrate responsible behavior | X | |
| B.03 | Demonstrate initiative | X | |
| B.04 | Demonstrate ethical work habits | X | |
| B.05 | Exhibit passion for goal attainment | | X |
| B.06 | Recognize others' efforts | | X |
| B.07 | Lead others using positive statements | | X |
| B.08 | Develop team spirit | X | |
| B.09 | Enlist others in working toward a shared vision | X | |
| B.10 | Value diversity | | X |

| OBJECTIVE # 1 | Describe characteristics of an acceptable work ethic | |
|--|---|---|
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> ● Students will be able to conduct themselves in a professional manner in a variety of settings. | <ul style="list-style-type: none"> ● Students will know the vernacular associated with medical field. <ul style="list-style-type: none"> ○ HIPPA ○ OSHA ○ CDC ○ Standard of Care ○ Mandated Reporter ○ Malpractice ○ Liability ○ Negligence ○ Charting ○ Patient's Bill of Rights | <ul style="list-style-type: none"> ● Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> ● Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> ● This will vary depending upon internship student is involved in. | DOK 1-4 depending upon activity. |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: | | |
|------------------|---|---------------------|
| SCORE | DESCRIPTION | SAMPLE TASKS |
| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. | • |
| 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success. | |
| 3.0 | <p>The student:</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p> | • |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content | |
| 2.0 | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ • Performs basic processes, such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | • |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| LND | Even with help, no understanding or skill demonstrated. | |

| | | | |
|--|--|---|---|
| OBJECTIVE # 2 | | | |
| REFERENCES/STANDARDS <i>i.e.</i> <i>GLE/CLE/MLS/NGSS</i> | • | | |
| WHAT SHOULD STUDENTS... | | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> | |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) | |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | | |
| ASSESSMENT DESCRIPTION | | FORMATIVE OR SUMMATIVE? | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) | |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) | |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: | | |
|------------------|---|---------------------|
| SCORE | DESCRIPTION | SAMPLE TASKS |
| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. | • |
| 3.0 | <p>The student:</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p> | • |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content | |
| 2.0 | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ • Performs basic processes, such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | • |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| LND | Even with help, no understanding or skill demonstrated. | |



CONTENT AREA: Center for Advanced Professional Studies

COURSE: Medical

UNIT TITLE: Human Structure and Function

UNIT DURATION: Semester Long

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Related articles
- Guest Presenters

BIG IDEA(S):

- Students are able to demonstrate knowledge of the interdependent relationship between cells, tissues, organisms and body systems

ENDURING UNDERSTANDINGS:

- Students will identify and articulate the types of cells, tissues, organs, and body systems.
- Students will understand the body systems are interdependent as they relate to wellness, disease, disorders, therapies, and care rehabilitation.

ESSENTIAL QUESTIONS:

- How does the human body work?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| 9-12. LS.S1.A.1 | Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. | | |
| 9-12.LS1.C.2 | Use a model to demonstrate that cellular respiration is a chemical process whereby the bonds of molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. | | |
| 9-12. LS1.B.1 | Develop and use models to communicate the role of mitosis, cellular division, and differentiation in producing and maintaining complex organisms. | | |

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|--|---|---|
| OBJECTIVE # 1 | Understand the basics of human structure and function. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will be able to identify and discuss the various body systems and their overall function. | <ul style="list-style-type: none"> Students will know the vernacular associated with human body systems. | <ul style="list-style-type: none"> Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> This will vary depending upon internship student is involved in. | DOK 1-4 depending upon activity. |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: | | |
|------------------|---|---------------------|
| SCORE | DESCRIPTION | SAMPLE TASKS |
| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. | • |
| 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success. | |
| 3.0 | <p>The student:</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p> | • |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content | |
| 2.0 | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ • Performs basic processes, such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | • |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| LND | Even with help, no understanding or skill demonstrated. | |

| | | |
|--|--|---|
| OBJECTIVE # 2 | | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> | • | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE OR SUMMATIVE ? | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: | | |
|------------------|---|---------------------|
| SCORE | DESCRIPTION | SAMPLE TASKS |
| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. | ● |
| 3.0 | <p>The student:</p> <ul style="list-style-type: none"> ● <p>The student exhibits no major errors or omissions.</p> | ● |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content | |
| 2.0 | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ ● Performs basic processes, such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | ● |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| LND | Even with help, no understanding or skill demonstrated. | |



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|---|---|
| CONTENT AREA: Center for Advanced Professional Studies | UNIT TITLE: Diseases and Disorders |
| COURSE: Medical | UNIT DURATION: Semester Long |

| | |
|---|---|
| MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: | BIG IDEA(S): |
| <ul style="list-style-type: none"> • Related articles • Guest Presenters | <ul style="list-style-type: none"> • Students are able to identify and apply learned knowledge regarding diseases and disorders. |
| ENDURING UNDERSTANDINGS: | ESSENTIAL QUESTIONS: |
| <ul style="list-style-type: none"> • There are interventions that slow the aging process and prevent disease. • Communicable diseases can be prevented if appropriate precautions are employed. • Vaccination and immunizations can prevent contagious diseases. | <ul style="list-style-type: none"> • How do diseases and disorders impact the human body? • Why do we immunize? |

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
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| OBJECTIVE # 1 | Understand particular diseases and disorders and their treatments. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will be able to identify and discuss a variety of diseases and disorders and their treatments. | <ul style="list-style-type: none"> Students will know the vernacular associated with diseases and disorders and their treatments. | <ul style="list-style-type: none"> Student projects will vary depending upon the given internships they are involved in. |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Teacher is facilitator and models behaviors students should be using daily. | <ul style="list-style-type: none"> This will vary depending upon internship student is involved in. | DOK 1-4 depending upon activity. |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: | | |
|------------------|---|---------------------|
| SCORE | DESCRIPTION | SAMPLE TASKS |
| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. | • |
| 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success. | |
| 3.0 | <p>The student:</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p> | • |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content | |
| 2.0 | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o • Performs basic processes, such as: <ul style="list-style-type: none"> o <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | • |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| LND | Even with help, no understanding or skill demonstrated. | |

| | | |
|--|--|---|
| OBJECTIVE # 2 | | |
| REFERENCES/STANDARDS <i>i.e.</i> <i>GLE/CLE/MLS/NGSS</i> | • | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE OR SUMMATIVE ? | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| • | • | |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: | | |
|------------------|---|---------------------|
| SCORE | DESCRIPTION | SAMPLE TASKS |
| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. | • |
| 3.0 | <p>The student:</p> <ul style="list-style-type: none"> • <p>The student exhibits no major errors or omissions.</p> | • |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content | |
| 2.0 | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ • Performs basic processes, such as: <ul style="list-style-type: none"> ○ <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | • |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content | |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
| LND | Even with help, no understanding or skill demonstrated. | |

Center for Advanced Professional Studies (CAPS)

Technology Solutions Strand

Course Overview

| | |
|---|--|
| Grade level(s): 11 & 12 | Credits earned: 3 Credits |
| Course Rationale | Course Description |
| <p><i>The computer and information technology industry is expected to grow 12% from 2014 to 2024, adding 488,500 new jobs. The jobs vary from database administration, computer network analysis, software development and computer support. Some areas, such as information security analysis and web development have even higher expected growth rates of 18% and 27%. This CAPS course will give students authentic experience in these various fields, with an opportunity for a student to focus on the area most relevant to their career goals.</i></p> <p><i>[Why it is important]</i></p> | <p><i>This course is designed to immerse students into the technology industry by incorporating classroom instruction with business partnership projects and real-world learning experiences. Students will have the opportunity to learn directly from industry professionals through mentoring and project development. They will utilize skills in web design, computer programming, desktop publishing, and other emerging technology to develop solutions to complex problems faced in today's ever changing workplace.</i></p> <p><i>This course is held off campus. Student must provide own transportation to classroom site, as well as to business partner locations.</i></p> |
| Transfer Goals/Big Ideas | |

Upon completion of their Center for Advanced Professional Studies, students will be able to independently use their learning to...

- 1. Demonstrate professional skills and behavior in a variety of settings.*
- 2. Develop and create a technology based product according to a business partner's needs.*
- 3. Competently use a variety of technology based tools, such as website development and project management programs*

Priority Missouri Learning Standards/National Standards

ISTE Standards for Students

- 1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.*
- 2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*
- 3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*
- 4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.*
- 5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*
- 6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.*
- 7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*



Unit 1: Boot Camp

| Standards | Transfer Goal(s) /Big Ideas | |
|--|--|--|
| IL.A IL.B ML.A ML.B ICT.A Com.1a ICT.A ISTE 6.b CT.3 ISTE 6.a ISTE 6.b Com.2a Com.2b Com.2c | <p>Students will be able to independently use their learning to..... <i>Creatively solve real world problems utilizing up-to-date technology programs, while gaining real-world feedback from industry professionals.</i></p> | |
| Com.1c Com.3a Com.3b ICT.A.2 ICT.A.3 ISTE 2.a ISTE 2.b ISTE 2.c IL.A IL.A.1 IL.B ICT.A.1 | <p style="text-align: center;">Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. <i>Technology solutions are used in industries of all types</i> 2. <i>Technology solutions is a growing field with a variety of job opportunities</i> 3. <i>Professional skills are key to success in the technology field</i> | <p style="text-align: center;">Essential Questions</p> <p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● <i>How does the application of technology affect businesses in all industries?</i> ● <i>What are key factors to consider when creating technologically based solutions in industries?</i> ● <i>How do I demonstrate the soft skills necessary to be successful in this industry?</i> ● <i>How can I maintain an innovative mindset while developing solutions to technologically based questions?</i> |

| | | |
|--|--|--|
| PA.A PA.A.2 PA.B Cr.1 ISTE 6.a ISTE 6.b ISTE 6.c | | |
|--|--|--|

Learning Targets

Students will...

- Demonstrate abilities in basic technology functions such as graphic design, web design, and programming by completing in class tasks*
- Effectively give an elevator pitch for technological based product*
- Complete a professional resume*
- Demonstrate professional skills in a variety of settings*
- Demonstrate professional digital citizenship*
- Complete a research project on a career field of interest and develop a presentation to share information gathered*
- Demonstrate ability to think creatively when solving complex problems*

Unit Duration:

2 Weeks



Assessment Evidence

| Rubric/Scoring | Assessment |
|---|--|
| <p><u>Performance:</u></p> <p><u>Mastery:</u></p> <p><u>Business Communication</u>- Student can speak clearly and confidently in an articulate manner and convey knowledge of a particular product</p> <p><u>Employability Skills</u>- Student arrives at site on time and begins focusing on the day's task. They always wear professional dress (in accordance with business location) and maintain professionally acceptable grooming habits.</p> <p><u>Integrity</u>- Student follows guidelines for equipment care. Student does not utilize personal technology (either from personal device or business provided device) during the work day. Student always maintains confidentiality of any sensitive information they may work with.</p> <p><u>Critical Thinking</u>- Student evaluates evidence from multiple sources, while using reasoning skills to solve complex problems. Student can reflect on his/her own performance, and can</p> | <p><i>Student will demonstrate understanding of professionalism by meeting the professional standards for CAPS:</i></p> <ul style="list-style-type: none">● Exhibiting professional dress at all times● Being present and punctual● Working collaboratively in groups● Communicating with business partners in a professional and timely manner● Continually working to solve problems <p>Teacher will assess:</p> <p>Student can speak professionally, clearly, and confidently</p> <p>Student uses critical thinking to solve complex problems</p> <p>Student is able to work collaboratively in groups and respect diversity of opinions</p> |

sometimes make adjustments for improvement.

Collaboration- Student is comfortable working with diverse groups of students, and can demonstrate model behavior and sensitively to differences. Can sometimes handle conflict in a productive manner.

Creativity- Looks for new ways to solve problems, and is able to incorporate the views of others into the solution. Can lead and encourage those around them to be more creative. Is able to reflect on progress and suggest changes on project in order to increase the effectiveness and productivity of the team.



Learning Plan

| Week(s) | Topic | Resources/Texts | Learning Targets | Assessment |
|---------|---------------------|---|---|---|
| Week 1 | Elevator Pitch | CAPS Professional Skills Book | <p>1. Activity: Elevator Pitch</p> <p>Students will create a 30 second elevator pitch that will include a hook, experience, goals, and a closing statement.</p> <ul style="list-style-type: none">Objective: Students will be able to prepare an elevator pitch, and present it while speaking clearly and confidently <p>Appendix Documents: 30 Second Elevator Pitch (UC Davis)</p> | <p>Pre-assessment: <i>On day one, students will give an elevator pitch to the class. This will be taped to be later used in self-reflection and evaluation</i></p> |
| | Professional Resume | CAPS Professional Skills Book https://www.bls.gov/ https://www.linkedin.com/ | <p>2. Activity: Professional Resume</p> <p>Students will create a resume outlining their career goals, work and educational experiences, and other skills. Students will use this resume to apply for internships.</p> <ul style="list-style-type: none">Objective: Students will prepare a professional resume to be used for job and internship applications <p>Appendix Documents: Resume Resource Writing Guide</p> | |

| | | | | |
|--|---|--|---|--|
| | Guest Speakers in Technology Industries | | <p>3. Activity: Guest Speakers in Technology Industries</p> <p>Instructor will arrange for multiple guest speakers from technology related careers to present to students and create learning activities based around their particular field of work.</p> <ul style="list-style-type: none">● Objective: Students will explore various technology career fields through presentation, activities, and question and answer sessions, and will create a presentation on a technological career field of interest. <p>Appendix Documents: Guest Speaker Handout, Career Project Rubric Curriculum Matrix</p> | |
|--|---|--|---|--|



The National Content Standards for Entrepreneurship Education- Detail

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www.entre-ed.org

Entrepreneurial Skills

The Processes and Traits/Behaviors associated with entrepreneurial success.

| Entrepreneurial Processes | |
|----------------------------------|---|
| A | Understands concepts and processes associated with successful entrepreneurial performance |
| Discovery | |
| A.01 | Explain the need for entrepreneurial discovery |
| A.02 | Discuss entrepreneurial discovery processes |
| A.03 | Assess global trends and opportunities |
| A.04 | Determine opportunities for venture creation |
| A.05 | Assess opportunities for venture creation |
| A.06 | Describe idea-generation methods |
| A.07 | Generate venture ideas |
| A.08 | Determine feasibility of ideas |
| Concept Development | |
| A.09 | Describe entrepreneurial planning considerations |
| A.10 | Explain tools used by entrepreneurs for venture planning |
| A.11 | Assess start-up requirements |
| A.12 | Assess risks associated with venture |
| A.13 | Describe external resources useful to entrepreneurs during concept development |
| A.14 | Assess the need to use external resources for concept development |

| | |
|----------------------|---|
| A.15 | Describe strategies to protect intellectual property |
| A.16 | Use components of a business plan to define venture idea |
| Resourcing | |
| A.17 | Distinguish between debt and equity financing for venture creation |
| A.18 | Describe processes used to acquire adequate financial resources for venture creation/start-up |
| A.19 | Select sources to finance venture creation/start-up |
| A.20 | Explain factors to consider in determining a venture's human-resource needs |
| A.21 | Describe considerations in selecting capital resources |
| A.22 | Acquire capital resources needed for the venture |
| A.23 | Assess the costs/benefits associated with resources |
| Actualization | |
| A.24 | Use external resources to supplement entrepreneur's expertise |
| A.25 | Explain the complexity of business operations |
| A.26 | Evaluate risk-taking opportunities |
| A.27 | Explain the need for business systems and procedures |
| A.28 | Describe the use of operating procedures |
| A.29 | Explain methods/processes for organizing work flow |
| A.30 | Develop and/or provide product/service |
| A.31 | Use creativity in business activities/decisions |
| A.32 | Explain the impact of resource productivity on venture success |
| A.33 | Create processes for ongoing opportunity recognition |

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| A.34 | Adapt to changes in business environment |
| Harvesting | |
| A.35 | Explain the need for continuation planning |
| A.36 | Describe methods of venture harvesting |
| A.37 | Evaluate options for continued venture involvement |
| A.38 | Develop exit strategies |
| B | Entrepreneurial Traits/Behaviors Understands the personal traits/behaviors associated with successful entrepreneurial performance |
| Leadership | |
| B.01 | Demonstrate honesty and integrity |
| B.02 | Demonstrate responsible behavior |
| B.03 | Demonstrate initiative |
| B.04 | Demonstrate ethical work habits |
| B.05 | Exhibit passion for goal attainment |
| B.06 | Recognize others' efforts |
| B.07 | Lead others using positive statements |
| B.08 | Develop team spirit |
| B.09 | Enlist others in working toward a shared vision |
| B.10 | Share authority, when appropriate |
| B.11 | Value diversity |
| Personal Assessment | |
| B.12 | Describe desirable entrepreneurial personality traits |
| B.13 | Determine personal biases and stereotypes |

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| B.14 | Determine interests |
| B.15 | Evaluate personal capabilities |
| B.16 | Conduct self-assessment to determine entrepreneurial potential |
| Personal Management | |
| B.17 | Maintain positive attitude |
| B.18 | Demonstrate interest and enthusiasm |
| B.19 | Make decisions |
| B.20 | Develop an orientation to change |
| B.21 | Demonstrate problem-solving skills |
| B.22 | Assess risks |
| B.23 | Assume personal responsibility for decisions |
| B.24 | Use time-management principles |
| B.25 | Develop tolerance for ambiguity |
| B.26 | Use feedback for personal growth |
| B.27 | Demonstrate creativity |
| B.28 | Set personal goals |

Ready Skills

The basic business knowledge and skills that are prerequisites
or co-requisites for becoming a successful entrepreneur.

| C | <p align="center">Business Foundations Understands fundamental business concepts that affect business decision making</p> |
|----------------------------|--|
| Business Concepts | |
| C.01 | Explain the role of business in society |
| C.02 | Describe types of business activities |
| C.03 | Explain types of businesses |
| C.04 | Explain opportunities for creating added value |
| C.05 | Determine issues and trends in business |
| C.06 | Describe crucial elements of a quality culture/continuous quality improvement |
| C.07 | Describe the role of management in the achievement of quality |
| C.08 | Explain the nature of managerial ethics |
| C.09 | Describe the need for and impact of ethical business practices |
| Business Activities | |
| C.10 | Explain marketing management and its importance in a global economy |
| C.11 | Describe marketing functions and related activities |
| C.12 | Explain the nature and scope of operations management |
| C.13 | Explain the concept of management |
| C.14 | Explain the concept of financial management |
| C.15 | Explain the concept of human resource management |
| C.16 | Explain the concept of risk management |
| C.17 | Explain the concept of strategic management |

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| D | Communications and Interpersonal Skills Understands concepts, strategies, and systems needed to interact effectively with others |
| Fundamentals of Communication | |
| D.01 | Explain the nature of effective communications |
| D.02 | Apply effective listening skills |
| D.03 | Use proper grammar and vocabulary |
| D.04 | Reinforce service orientation through communication |
| D.05 | Explain the nature of effective verbal communications |
| D.06 | Address people properly |
| D.07 | Handle telephone calls in a businesslike manner |
| D.08 | Make oral presentations |
| D.09 | Explain the nature of written communications |
| D.10 | Write business letters |
| D.11 | Write informational messages |
| D.12 | Write inquiries |
| D.13 | Write persuasive messages |
| D.14 | Prepare simple written reports |
| D.15 | Prepare complex written reports |
| D.16 | Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.) |
| Staff Communications | |
| D.17 | Follow directions |
| D.18 | Explain the nature of staff communication |

| | |
|------------------------------------|---|
| D.19 | Give directions for completing job tasks |
| D.20 | Conduct staff meetings |
| Ethics in Communication | |
| D.21 | Respect the privacy of others |
| D.22 | Explain ethical considerations in providing information |
| Group Working Relationships | |
| D.23 | Treat others fairly at work |
| D.24 | Develop cultural sensitivity |
| D.25 | Foster positive working relationships |
| D.26 | Participate as a team member |
| Dealing with Conflict | |
| D.27 | Demonstrate self control |
| D.28 | Show empathy for others |
| D.29 | Use appropriate assertiveness |
| D.30 | Demonstrate negotiation skills |
| D.31 | Handle difficult customers/clients |
| D.32 | Interpret business policies to customers/clients |
| D.33 | Handle customer/client complaints |
| D.34 | Explain the nature of organizational change |
| D.35 | Describe the nature of organizational conflict |
| D.36 | Explain the nature of stress management |

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| E | Digital Skills Understands concepts and procedures needed for basic computer operations |
| Computer Basics | |
| E.01 | Use basic computer terminology |
| E.02 | Apply basic commands of operating system software |
| E.03 | Employ desktop operating skills |
| E.04 | Determine file organization |
| E.05 | Demonstrate system utilities for file management |
| E.06 | Compress or alter files |
| E.07 | Use reference materials to access information |
| E.08 | Use menu systems |
| E.09 | Use control panel components |
| E.10 | Access data through various computer drives |
| Computer Applications | |
| E.11 | Demonstrate basic search skills on the Web |
| E.12 | Evaluate credibility of Internet resources |
| E.13 | Demonstrate file management skills |
| E.14 | Communicate by computer |
| E.15 | Solve routine hardware and software problems |
| E.16 | Operate computer-related hardware peripherals |
| E.17 | Explain the nature of e-commerce |
| E.18 | Describe the impact of the Internet on business |

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| E.19 | Develop basic website |
| F | Economics Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership |
| Basic Concepts | |
| F.01 | Distinguish between economic goods and services |
| F.02 | Explain the factors of production |
| F.03 | Explain the concept of scarcity |
| F.04 | Explain the concept of opportunity costs |
| F.05 | Describe the nature of economics and economic activities |
| F.06 | Determine forms of economic utility created by business activities |
| F.07 | Explain the principles of supply and demand |
| F.08 | Describe the concept of price |
| Cost-Profit Relationships | |
| F.09 | Explain the concept of productivity |
| F.10 | Describe cost/benefit analysis |
| F.11 | Analyze the impact of specialization/division of labor on productivity |
| F.12 | Explain the concept of organized labor and business |
| F.13 | Explain the law of diminishing returns |
| F.14 | Describe the concept of economies of scale |
| Economic Indicators/Trends | |
| F.15 | Explain measures used to analyze economic conditions |
| F.16 | Explain the nature of the Consumer Price Index |

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| F.17 | Explain the concept of Gross Domestic Product |
| F.18 | Determine the impact of business cycles on business activities |
| Economic Systems | |
| F.19 | Explain the types of economic systems |
| F.20 | Describe the relationship between government and business |
| F.21 | Assess impact of government actions on business ventures |
| F.22 | Explain the concept of private enterprise |
| F.23 | Assess factors affecting a business's profit |
| F.24 | Determine factors affecting business risk |
| F.25 | Explain the concept of competition |
| F.26 | Describe types of market structures |
| F.27 | Determine the impact of small business/entrepreneurship on market economies |
| International Concepts | |
| F.28 | Explain the nature of international trade |
| F.29 | Describe small-business opportunities in international trade |
| F.30 | Determine the impact of cultural and social environments on world trade |
| F.31 | Explain the impact of exchange rates on trade |
| F.32 | Evaluate influences on a nation's ability to trade |
| G | Financial Literacy Understands personal money-management concepts, procedures, and strategies |
| Money Basics | |
| G.01 | Explain forms of financial exchange (cash, credit, debit, etc.) |
| G.02 | Describe functions of money (medium of exchange, unit of measure, store of value) |

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| G.03 | Describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) |
| G.04 | Recognize types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) |
| G.05 | Read and interpret a pay stub |
| G.06 | Explain the time value of money |
| G.07 | Describe costs associated with credit |
| G.08 | Explain legal responsibilities associated with use of money |
| G.09 | Use money effectively |
| Financial Services | |
| G.10 | Describe services provided by financial institutions |
| G.11 | Explain legal responsibilities of financial institutions |
| G.12 | Explain costs associated with use of financial services |
| G.13 | Select financial institution |
| G.14 | Open account with financial institution |
| Personal Money Management | |
| G.15 | Set financial goals |
| G.16 | Develop savings plan |
| G.17 | Develop spending plan |
| G.18 | Make deposits to and withdrawals from account |
| G.19 | Complete financial instruments |
| G.20 | Maintain financial records |
| G.21 | Read and reconcile financial statements |
| G.22 | Correct errors with account |

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| G.23 | Explain types of investments |
| G.24 | Invest money |
| G.25 | Develop personal budget |
| G.26 | Build positive credit history |
| G.27 | Improve/repair creditworthiness |
| H | Professional Development Understands concepts and strategies needed for career exploration, development, and growth |
| Career Planning | |
| H.01 | Evaluate career opportunities based on current/future economy |
| H.02 | Analyze employer expectations in the business environment |
| H.03 | Explain the rights of workers |
| H.04 | Select and use sources of career information |
| H.05 | Determine tentative occupational interest |
| H.06 | Explain employment opportunities in entrepreneurship |
| Job-Seeking Skills | |
| H.07 | Utilize job-search strategies |
| H.08 | Complete a job application |
| H.09 | Interview for a job |
| H.10 | Write a follow-up letter after job interviews |
| H.11 | Write a letter of application |
| H.12 | Prepare a résumé |
| H.13 | Describe techniques for obtaining work experience (e.g., volunteer activities, internships) |

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| H.14 | Explain the need for ongoing education as a worker |
| H.15 | Explain possible advancement patterns for jobs |
| H.16 | Determine skills needed to enhance career progression |
| H.17 | Utilize resources that can contribute to professional development (e.g., trade journals/ periodicals, professional/trade associations, classes/seminars, trade shows, and mentors) |
| H.18 | Use networking techniques for professional growth |

Business Functions

The business activities performed by entrepreneurs in managing the business.

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| I | Financial Management Understands the financial concepts and tools used in making business decisions |
| Accounting | |
| I.01 | Explain accounting standards (GAAP) |
| I.02 | Prepare estimated/projected income statement |
| I.03 | Estimate cash-flow needs |
| I.04 | Prepare estimated/projected balance sheet |
| I.05 | Calculate financial ratios |
| I.06 | Determine and deposit payroll taxes |
| I.07 | File tax returns |
| Finance | |
| I.08 | Explain the purposes and importance of obtaining business credit |
| I.09 | Make critical decisions regarding acceptance of bank cards |

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| I.10 | Establish credit policies |
| I.11 | Develop billing and collection policies |
| I.12 | Describe use of credit bureaus |
| I.13 | Explain the nature of overhead/operating expenses |
| I.14 | Determine financing needed to start a business |
| I.15 | Determine risks associated with obtaining business credit |
| I.16 | Explain sources of financial assistance |
| I.17 | Explain loan evaluation criteria used by lending institutions |
| I.18 | Select sources of business loans |
| I.19 | Establish relationship with financial institutions |
| I.20 | Complete loan application process |
| I.21 | Determine business's value |
| Money Management | |
| I.22 | Establish financial goals and objectives |
| I.23 | Develop and monitor budget |
| I.24 | Manage cash flow |
| I.25 | Explain the nature of capital investment |
| I.26 | Foster a positive financial reputation |
| I.27 | Implement procedures for managing debt |
| I.28 | Supervise/implement regular accounting procedures and financial reports |

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| J | Human Resource Management Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff |
| Organizing | |
| J.01 | Develop a personnel organizational plan |
| J.02 | Develop job descriptions |
| J.03 | Develop compensation plan/incentive systems |
| J.04 | Organize work/projects for others |
| J.05 | Delegate responsibility for job tasks |
| Staffing | |
| J.06 | Determine hiring needs |
| J.07 | Recruit new employees |
| J.08 | Screen job applications/résumés |
| J.09 | Interview job applicants |
| J.10 | Select new employees |
| J.11 | Negotiate new-hire's salary/pay |
| J.12 | Dismiss/Fire employee |
| Training/Development | |
| J.13 | Orient new employees (management's role) |
| J.14 | Conduct training class/program |
| J.15 | Coach employees |
| Morale/Motivation | |
| J.16 | Exhibit leadership skills |
| J.17 | Encourage team building |

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| J.18 | Recognize/reward employees |
| J.19 | Handle employee complaints/grievances |
| J.20 | Ensure equitable opportunities for employees |
| J.21 | Build organizational culture |
| Assessment | |
| J.22 | Assess employee morale |
| J.23 | Provide feedback on work efforts |
| J.24 | Assess employee performance |
| J.25 | Take remedial action with employee |
| J.26 | Conduct exit interviews |
| Information Management | |
| K | Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making |
| Record keeping | |
| K.01 | Explain the nature of business records |
| K.02 | Maintain record of daily financial transactions |
| K.03 | Record and report sales tax |
| K.04 | Develop payroll record keeping system |
| K.05 | Maintain personnel records |
| K.06 | Maintain customer records |
| Technology | |
| K.07 | Explain ways that technology impacts business |
| K.08 | Use Personal Information Management/Productivity applications |

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| K.09 | Demonstrate writing/publishing applications |
| K.10 | Demonstrate presentation applications |
| K.11 | Demonstrate database applications |
| K.12 | Demonstrate spreadsheet applications |
| K.13 | Demonstrate collaborative/groupware applications |
| K.14 | Determine venture's technology needs |
| Information Acquisition | |
| K.15 | Select sources of business start-up information |
| K.16 | Conduct an environmental scan to obtain marketing information |
| K.17 | Monitor internal records for marketing information |
| K.18 | Determine underlying customer needs/frustrations |
| L | Marketing Management Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas |
| Product/Service Creation | |
| L.01 | Explain methods to generate a product/service idea |
| L.02 | Generate product/service ideas |
| L.03 | Assess opportunities for import substitution |
| L.04 | Determine product/service to fill customer need |
| L.05 | Determine initial feasibility of product/service ideas |
| L.06 | Plan product/service mix |
| L.07 | Choose product name |
| L.08 | Determine unique selling proposition |

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| L.09 | Develop strategies to position product/service |
| L.10 | Build brand/image |
| L.11 | Evaluate customer experience |
| Marketing-information Management | |
| L.12 | Explain the concept of market and market identification |
| L.13 | Describe the role of situation analysis in the marketing-planning process |
| L.14 | Determine market segments |
| L.15 | Select target markets |
| L.16 | Conduct market analysis |
| L.17 | Explain the concept of marketing strategies |
| L.18 | Describe the nature of marketing planning |
| L.19 | Set a marketing budget |
| L.20 | Develop marketing plan |
| L.21 | Monitor and evaluate performance of marketing plan |
| Promotion | |
| L.22 | Describe the elements of the promotional mix |
| L.23 | Calculate advertising media costs |
| L.24 | Select advertising media |
| L.25 | Prepare a promotional budget |
| L.26 | Develop promotional plan for a business |
| L.27 | Write a news release |

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| L.28 | Obtain publicity |
| L.29 | Select sales-promotion options |
| L.30 | Write sales letters |
| L.31 | Manage online (www) activities |
| L.32 | Evaluate effectiveness of advertising |
| Pricing | |
| L.33 | Calculate breakeven point |
| L.34 | Explain factors affecting pricing decisions |
| L.35 | Establish pricing objectives |
| L.36 | Select pricing strategies |
| L.37 | Set prices |
| L.38 | Adjust prices to maximize profitability |
| Selling | |
| L.39 | Acquire product information for use in selling |
| L.40 | Analyze product information to identify product features and benefits |
| L.41 | Prepare for the sales presentation |
| L.42 | Establish relationship with client/customer |
| L.43 | Determine customer/client needs |
| L.44 | Determine customer's buying motives for use in selling |
| L.45 | Differentiate between consumer and organizational buying behavior |
| L.46 | Recommend specific product |

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| L.47 | Convert customer/client objections into selling points |
| L.48 | Close the sale |
| L.49 | Demonstrate suggestion selling |
| L.50 | Plan follow up strategies for use in selling |
| L.51 | Process sales documentation |
| L.52 | Prospect for customers |
| L.53 | Plan strategies for meeting sales quotas |
| L.54 | Analyze sales reports |
| L.55 | Train staff to support sales efforts |
| L.56 | Analyze technology for use in the sales function |
| L.57 | Manage online sales process |
| M | Operations Management Understands the processes and systems implemented to facilitate daily business operations. |
| Business Systems | |
| M.01 | Plan business layout |
| M.02 | Determine equipment needs |
| M.03 | Document business systems and procedures |
| M.04 | Establish operating procedures |
| M.05 | Develop project plans |
| M.06 | Analyze business processes and procedures |
| M.07 | Implement quality improvement techniques |
| M.08 | Evaluate productivity of resources |

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| M.09 | Manage computer-based operating systems |
| Channel Management | |
| M.10 | Select business location |
| M.11 | Select distribution channels |
| M.12 | Develop and implement order-fulfillment processes |
| Purchasing/Procurement | |
| M.13 | Explain the buying process |
| M.14 | Describe the nature of buyer reputation and vendor relationships |
| M.15 | Establish company buying/purchasing policies |
| M.16 | Conduct vendor search |
| M.17 | Choose vendors |
| M.18 | Negotiate contracts with vendors |
| M.19 | Place orders |
| M.20 | Barter with vendors |
| Daily Operations | |
| M.21 | Schedule staff |
| M.22 | Maintain inventory of products/supplies |
| M.23 | Organize shipping/receiving |
| Risk Management | |
| N | Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss |
| Business Risks | |
| N.01 | Describe types of business risk |

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| N.02 | Determine ways that small businesses protect themselves against loss |
| N.03 | Establish controls to prevent embezzlement/theft |
| N.04 | Establish and implement systems to protect customer/employee confidentiality |
| N.05 | Determine business's liabilities |
| N.06 | Explain ways to transfer risk |
| N.07 | Obtain insurance coverage |
| N.08 | Develop strategies to protect computer (digital) data |
| N.09 | Develop security policies and procedures |
| N.10 | Establish safety policies and procedures |
| N.11 | Protect assets from creditors |
| N.12 | Establish parameters for staff responsibility/authority |
| N.13 | Develop continuation plan |
| Legal Considerations | |
| N.14 | Explain legal issues affecting businesses |
| N.15 | Protect intellectual property rights |
| N.16 | Select form of business ownership |
| N.17 | Obtain legal documents for business operations |
| N.18 | Describe the nature of businesses' reporting requirements |
| N.19 | Adhere to personnel regulations |
| N.20 | Implement workplace regulations (including OSHA, ADA) |
| N.21 | Develop strategies for legal/government compliance |

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| | Strategic Management |
| O | Understands the processes, strategies, and systems needed to guide the overall business organization |
| Planning | |
| O.01 | Conduct SWOT analysis |
| O.02 | Conduct competitive analysis |
| O.03 | Evaluate business acquisition options |
| O.04 | Develop company goals/objectives |
| O.05 | Develop business mission |
| O.06 | Forecast income/sales |
| O.07 | Conduct break-even analysis |
| O.08 | Develop action plans |
| O.09 | Develop business plan |
| Controlling | |
| O.10 | Use budgets to control operations |
| O.11 | Develop expense-control plans |
| O.12 | Analyze cash-flow patterns |
| O.13 | Interpret financial statements |
| O.14 | Analyze operating results in relation to budget/industry |
| O.15 | Track performance of business plan |