

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

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|--|---|--|
| <p><b>Course Title:</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">RCOE Introduction to Business &amp; Entrepreneurship</div> <p> <input checked="" type="checkbox"/> New<br/> <input type="checkbox"/> Revised         </p> <p><b>If revised previous course name if changed</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">608261/608262</div> <p>(To be assigned by Educational Services)</p> <p><b>Required for Graduation:</b></p> <p> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No         </p> <p><b>Meets UC/CSU Requirements?</b></p> <p> <input checked="" type="checkbox"/> Yes<br/> <input type="checkbox"/> No         </p> <p><b>Was this course <i>previously approved by UC</i> for PUHSD?</b></p> <p> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No         </p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p><b>Submitted by: Dian Martin</b><br/> <b>Site: Educational Services</b><br/> <b>Date: 07/27/2021</b></p> | <p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science<br/> <input type="checkbox"/> English<br/> <input type="checkbox"/> Mathematics<br/> <input type="checkbox"/> Laboratory Science<br/> <input type="checkbox"/> World Languages<br/> <input type="checkbox"/> Visual or Performing Arts<br/> <input checked="" type="checkbox"/> College Prep Elective<br/> <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input checked="" type="checkbox"/> Yes<br/> <input type="checkbox"/> No         </p> <p><b>PATHWAY: Entrepreneurship/Self Employment</b></p> <p style="text-align: center;"><b><u>To be completed by Human Resources only.</u></b></p> <p><b>Credentials Required to teach this course:</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subjects: Career Technical Education's Single Subject: Business and Finance</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>Spiek Blittor</i></div> <div style="width: 35%; text-align: right;">7-28-2021</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Signature</div> <div>Date</div> </div> </div> <p><b>CalPads Code: 8300</b></p> | <p><b>Grade Level</b></p> <p>MS</p> <p>HS</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>X 9</p> <p>10</p> <p>11</p> <p>12</p> |
| <p><b>Meets "AP" Requirements?</b></p> <p> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No         </p>   | <p><b>Meets "Honors" Requirements?</b></p> <p> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No         </p> <p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half year or semester equivalent)<br/> <input checked="" type="checkbox"/> 1.0 (one year equivalent)<br/> <input type="checkbox"/> 2.0 (two year equivalent)<br/> <input type="checkbox"/> Other:         </p>  |  |
| <b>Approvals</b>   | <b>Name/Signature</b>   | <b>Date</b>  |
| Director of Curriculum & Instruction   |   | 7/29/21  |
| Asst. Superintendent of Educational Services   |   | 7/30/21  |
| Governing Board  |   |  |

**Course Instruction Plan (CIP)  
Development Template**

|                      |   |                        |   |
|----------------------|---|------------------------|---|
| <b>Course Title</b>  | RCOE Introduction to Business and Entrepreneurship                | <b>Industry Sector</b> | MSS   |
| <b>Prerequisites</b> |   | <b>Pathway</b>         | Entrepreneurship/Self Employment  |
| <b>CALPADS</b>       | 8300  | <b>CALPADS Code</b>    |   |
| <b>Course Level</b>  | X Intro <input type="checkbox"/> Con <input type="checkbox"/> Cap | <b>Grade Level</b>     | X 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| <b>Total Hours</b>   | 180   | <b>Classroom</b>       | 180   |
|                      |   | <b>Work-Based</b>      | 0   |

| <b>O*Net Codes</b> |            |              |   |
|--------------------|------------|--------------|---|
| <b>Code</b>        | 11-1021.00 | <b>Title</b> | General Operations Managers   |
| <b>Code</b>        | 11-3012.00 | <b>Title</b> | Administrative Services Managers  |
| <b>Code</b>        | 41-4012.00 | <b>Title</b> | Sales Representatives   |
| <b>Code</b>        | 13-1199.00 | <b>Title</b> | Business Operations Specialists (online merchants, security management specialists) |
| <b>Code</b>        | 13-1051.00 | <b>Title</b> | Cost Estimators   |
| <b>Code</b>        | 43-1011.00 | <b>Title</b> | First-Line Supervisors of Office and Administrative Support Workers                 |
| <b>Code</b>        | 13-1022.00 | <b>Title</b> | Buyers and Purchasing Agents  |
| <b>Code</b>        | 11-9081.00 | <b>Title</b> | Lodging Managers  |

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| <b>Course Description</b>  |
| A broad introduction to business concepts including entrepreneurship, economics, ethics and social responsibility, business organization and ownership, management and leadership, human resources, marketing, promotions, pricing, distribution, financial management, and career research. |

| <b>Recommended Text</b> |                                       |                     |                     |
|-------------------------|---------------------------------------|---------------------|---------------------|
| <b>Title # 1</b>        | Entrepreneurship: Building a Business | <b>Edition/Year</b> | 1st/ 2016           |
| <b>Author(s)</b>        | Kathleen R Allen; Earl C Meyer        | <b>Publisher</b>    | Glencoe/McGraw-Hill |
| <b>Website</b>          |                                       |                     |                     |
| <b>Title # 2</b>        | Marketing Essentials                  | <b>Edition/Year</b> | 2012                |
| <b>Author(s)</b>        | Farese, Kimbrell, Woloszyk            | <b>Publisher</b>    | McGraw Hill         |
| <b>Website</b>          |                                       |                     |                     |
| <b>Title # 3</b>        |                                       | <b>Edition/Year</b> |                     |
| <b>Author(s)</b>        |                                       | <b>Publisher</b>    |                     |
| <b>Website</b>          |                                       |                     |                     |

## Course Outline

|                           |  |                  |    |                   |   |
|---------------------------|--|------------------|----|-------------------|---|
| <b>Unit 1</b>             | <b>Entrepreneurship</b>  |                  |    |                   |   |
| <b>Description</b>        | Students will define entrepreneurship and identify an entrepreneur's role in the U.S. economic system. The key reasons for a businesses success or failure are considered from the point of view of a new entrepreneur. Students will review the steps to get a business started and how to manage the small business operations.  |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will evaluate their personal strengths and identify their most applicable traits to being a successful entrepreneur and manager. Students will consider the types of business categories (manufacturing, wholesaling, retailing, and services), then start with an idea for a business opportunity. They will write a short paper listing the steps they would need to take to get started in this business idea. |                  |    |                   |   |
| <b>Anchor Standards</b>   | 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.   |                  |    |                   |   |
| <b>Pathway Standards</b>  | C1.1 Understand the role and importance of entrepreneurship and small business in the economy.<br>C2.2 Analyze strengths and weaknesses of self in terms of entrepreneurial success.<br>C2.3 Deconstruct the reasons for success of key entrepreneurs.   |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 2</b>             | <b>Economics &amp; Business</b>  |                  |    |                   |   |
| <b>Description</b>        | Students will be introduced to global economic systems and identify the US economic system (capitalism) principles (private property, freedom of choice, profit, and competition). Students will examine the functions of business (production, marketing, management, and finance) to be successful entrepreneurs.      |                  |    |                   |   |
| <b>Key Assignment</b>     | Using the business opportunity formed in Unit 1, students will describe how each business function will apply to the business idea and which economic principle is key to its success. Students will list the activities that will take place for each function. Ideas will be shared with the class through two slides. |                  |    |                   |   |
| <b>Anchor Standards</b>   | 10.15 Communicate the economic principles and concepts fundamental to business operations and the importance of marketing in a global economy.   |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 20   | <b>Classroom</b> | 20 | <b>Work-Based</b> | 0 |

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| <b>Unit 3</b>         | <b>Ethics &amp; Social Responsibility</b>  |  |  |  |  |
| <b>Description</b>    | Students will define ethics and consider the need for ethical practices in business. Students will examine several business codes of ethics presented and then list the ethical behavior that represents a strong work ethic. Discussion of social responsibilities include the customer, suppliers, creditors, government, and the community. |  |  |  |  |
| <b>Key Assignment</b> | Students will select and report on an area of social responsibility and environmental responsibility for a case study example.   |  |  |  |  |

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| <b>Anchor Standards</b>   | 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.<br>8.5 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.<br>8.6 Analyze organizational culture and practices within the workplace environment. |                  |    |                   |   |
| <b>Pathway Standards</b>  |  |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 4</b>             | <b>Business Ownership</b>  |                  |    |                   |   |
| <b>Description</b>        | Formation of a small business is discussed to identify the different ways to become a business owner. Advantages and disadvantages are considered in each decision. Three main legal forms of business ownership are reviewed: sole proprietorship, partnership, or corporation. |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will list business ownership choices by comparing the advantages and disadvantages of buying an existing business, a franchise, a family business, or starting a new business in a comparison chart.  |                  |    |                   |   |
| <b>Anchor Standards</b>   |  |                  |    |                   |   |
| <b>Pathway Standards</b>  | C3.1 Know the risk management principles associated with small-business ownership.<br>C3.2 Compare the different types of business ownership and the advantages and disadvantages of owning and managing a small business.   |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 20   | <b>Classroom</b> | 20 | <b>Work-Based</b> | 0 |

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| <b>Unit 5</b>             | <b>Management &amp; Leadership</b>  |                  |    |                   |   |
| <b>Description</b>        | Students will describe four functions of management (planning, organizing, staffing, controlling). Business managers use an operations manual to identify policies and procedures related to customer service, hiring, safety etc. Students will assess their planning and decision making capabilities through a survey. |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will list the types of policies that should be in an Operations Manual by creating a Table of Contents for a specific small business. Leadership study will include an examination of a business vision and values. Students compare their company vision and values to other companies.                         |                  |    |                   |   |
| <b>Anchor Standards</b>   | 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.   |                  |    |                   |   |
| <b>Pathway Standards</b>  | C5.2 Define the four management functions: planning, organizing, staffing, and controlling.   |                  |    |                   |   |
| <b>Academic Standards</b> |   |                  |    |                   |   |
| <b>Unit Hours</b>         | 15  | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 6</b>             | <b>Organizational Structure</b>  |                  |    |                   |   |
| <b>Description</b>        | The organizational plan includes employee job descriptions, an organizational chart with responsibilities and the chain of command. Various models will be presented and compared for purposes related to the type and size of business. The role of labor unions are discussed. |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will examine several organizational charts and then using a template, they will create a chart for a small business in their community. Students will summarize the staffing needs for a small business and consideration of labor union employees.                     |                  |    |                   |   |
| <b>Anchor Standards</b>   | 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.   |                  |    |                   |   |
| <b>Pathway Standards</b>  |  |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 7</b>             | <b>Human Resources Management</b>  |                  |    |                   |   |
| <b>Description</b>        | Human resource (HR) duties relate to the management of employees. Small business managers need to recruit and hire quality employees. Federal and state laws guide the policies for HR managers and their employees. Keeping quality employees includes the motivation, training, recognition, and promotion of staff members. |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will describe options for recruiting employees and chart the steps in the hiring process. Discuss ways to motivate, train, evaluate, promote and dismiss employees. The human resource process will be presented through slides in teams of students.   |                  |    |                   |   |
| <b>Anchor Standards</b>   |  |                  |    |                   |   |
| <b>Pathway Standards</b>  | C11.1 Identify the role of human resources in selection, training, and evaluation of employees.  |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 8</b>           | <b>Marketing and Promotions</b>   |  |  |  |  |
| <b>Description</b>      | Students will define a marketing strategy and components of the marketing mix. They will be able to list the forms of advertising and publicity and the advantages/disadvantages of each type. An explanation of the important role of selling in a business will be presented. |  |  |  |  |
| <b>Key Assignment</b>   | Students will determine what product or service to provide for a small business, the price range, how to make it available to customers, and communicate a message through a marketing strategy plan. It will be presented in a digital media form.                             |  |  |  |  |
| <b>Anchor Standards</b> | 10.8 Understand how promotion concepts and strategies including advertising, sales promotion, public relations, and personal selling, are used to communicate information about products, services, images, and ideas to achieve a desired outcome.                             |  |  |  |  |

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| <b>Pathway Standards</b>  | C9.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome. |                  |    |                   |   |
| <b>Academic Standards</b> |   |                  |    |                   |   |
| <b>Unit Hours</b>         | 15  | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 9</b>             | <b>Pricing and Distribution</b>  |                  |    |                   |   |
| <b>Description</b>        | <p>Concepts include identifying pricing objectives and strategies for products and services. Consider the difference between competitive products and services and the various brands that are available.</p> <p>Decisions include the basic options for channels of distribution, intermediaries, transportation methods, and factors to consider for storage of physical products.</p> |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will select a product line and identify that businesses pricing objectives and strategies for marketing. Students will describe basic methods of distribution and how the product will reach the store shelves or directly to the customer. May be presented through digital media or written report.   |                  |    |                   |   |
| <b>Anchor Standards</b>   | 10.11 Apply the pricing concepts and strategies used to maximize return and meet customers' perceptions of value.  |                  |    |                   |   |
| <b>Pathway Standards</b>  | C8.4 Formulate pricing strategies for goods and services for a small business.   |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |

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| <b>Unit 10</b>            | <b>Financial Management</b>   |                  |    |                   |   |
| <b>Description</b>        | <p>Business start up costs and operating expenses are reviewed. New small businesses need to identify financial resources, including loans to get started. Basic financial statements and business record keeping forms (balance sheet, profit and loss sheet, accounting, banking, payroll and tax) are reviewed. The US banking system (money and federal reserve, investments, and stocks) and how it supports small businesses are examined. Financial planning and management are key to business decisions.</p> |                  |    |                   |   |
| <b>Key Assignment</b>     | Students will create a financial planning sheet that includes a task list with the steps to guide a business owner in assessing their financial needs. The planning sheet will also identify how to seek the needed funding and resources necessary for a small business.   |                  |    |                   |   |
| <b>Anchor Standards</b>   | 7.6 Demonstrate knowledge and practice of responsible financial management.   |                  |    |                   |   |
| <b>Pathway Standards</b>  | <p>C8.1 Identify startup costs.</p> <p>C8.3 Research sources of capital.</p>  |                  |    |                   |   |
| <b>Academic Standards</b> |   |                  |    |                   |   |
| <b>Unit Hours</b>         | 20  | <b>Classroom</b> | 20 | <b>Work-Based</b> | 0 |

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| <b>Unit 11</b>            | <b>Career &amp; College</b>  |                  |    |                   |   |
| <b>Description</b>        | Planning for the future includes research of career opportunities, matching of interests and career goals, application of education preparation and study, and decision making for employment needs. Achievement of goals is dependent upon having an understanding of financial components of making good decisions about finances.         |                  |    |                   |   |
| <b>Key Assignment</b>     | The College and career transition guide will incorporate the development of a 5-10 year career plan, preparing a portfolio and practicing job applications and mock interviews. Financial Literacy will include paycheck understanding, loan options from credit worthiness, creating a budget, and planning for retirement.                 |                  |    |                   |   |
| <b>Anchor Standards</b>   | 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.<br>3.3 Explore how information and communication technologies are used in career planning and decision making.<br>3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning. |                  |    |                   |   |
| <b>Pathway Standards</b>  |  |                  |    |                   |   |
| <b>Academic Standards</b> |  |                  |    |                   |   |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> | 0 |