

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Advanced Business Management</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div></p> <p>Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> (To be assigned by Educational Services)</p>	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Grade Level</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>
<p>Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <i>CTE: Marketing, Sales, and Service</i> <i>Single Subject: BUSINESS</i> </div> <p style="text-align: center; color: yellow; background-color: black; margin-top: 5px;">To be completed by Human Resources only.</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> 1/11/2022 </div> </div> <p style="text-align: center; margin-top: 5px;">Signature Date</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> CalPADS CODE </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> 8331 Per RCOE </div> </div> </p>	
<p>Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Was this course <u>previously approved by UC for PUHSD?</u> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)</p>	<p>Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:</p>	
<p>Submitted by: Dian Martin Site: Educational Services Date: 01/10/2022</p>		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		1/11/22
Asst. Superintendent of Educational Services		1/12/22
Governing Board		

RCOE ADVANCED BUSINESS MANAGEMENT

DATE:

INDUSTRY SECTOR: Marketing, Sales and Services Sector

PATHWAY: Entrepreneurship/Self-Employment

CALPADS TITLE: Advanced Entrepreneurship/Self-Employment (Capstone)

CALPADS CODE: 8331

HOURS:

Total	Classroom	Laboratory/CC/CVE
150	150	0

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Marketing Managers	11-2021.00	Sales Managers	11-2022.00
Online Merchants	13-1199.06	Business Intelligence Analysts	15-2051.01

COURSE DESCRIPTION:

RCOE Advanced Business Management is a course where students will learn the elements of and then develop a business plan. Students will explore and identify business opportunities that will ultimately led to the creation of a business plan for a small business. Students will investigate tools and best practices that focus on all aspects of the business plan including marketing, finance, customer needs, and competitive factors.

A-G APPROVAL: No

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
RCOE Intermediate Business Ethics
RCOE Introduction to Business and Entrepreneurship

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Marketing Essentials (Authors: Lois Schneider Farese, Grady Kimbrell, & Carl A. Woloszyk), 2016 Edition

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Introduction to Business and Entrepreneurship
10, 11, 12			• •	Concentrator	RCOE Intermediate Business Ethics
11, 12			• •	Capstone	RCOE Advanced Business Management
12			• •	Concentrator	RCOE Applied Business E-Commerce (ID)

I.	UNIT 1: COMPONENTS OF A BUSINESS PLAN	CR	Lab/ CC	Standards
	<p>In this unit, students will be introduced to the components of a business plan as well as the function of each. Students will evaluate how the business plan incorporates elements such as target markets, demographics, value added, competition, and marketing. Students will create a Roadmap to Success utilizing a Business Model Canvas where they will identify opportunities for a potential business venture.</p> <p>Key Assignment:</p> <p>Students will identify an interest that could be used to develop a business. Once selected, and using the <u>Business Model Canvas</u>, students will draft a business plan that will guide their decisions during the duration of the class.</p> <ul style="list-style-type: none"> At the conclusion of each unit, students will review and revise their draft selections. 	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.1</p> <p>CTE Pathway: C6.1, C6.2</p>
II.	UNIT 2: IDENTIFYING THE WHY	CR	Lab/ CC	Standards
	<p>In this unit, the business plan will be expounded upon further and include analyzing strategies for the startup and growth of a business. Students will identify the mission and purpose for their business in order to develop a vision statement. Students will evaluate various management styles as well as leadership and ethical organizational models. Additionally, students will compare these styles and models as a lens to finalize a sound vision statement. Students will research how brand identity is cultivated and utilized to "cash in on your brand."</p> <p>Key Assignment:</p> <p>Using their draft, students will finalize the first element of the business plan: The Why. The Why includes developing the mission statement and the preliminary pitch for their business. While some elements of their pitch are still in development, students will finalize the vision for their business, what the business will be selling or doing, and connect it to their core values.</p> <ul style="list-style-type: none"> This content will connect back to the Year 2 course and its emphasis on business ethics and core values. 	10	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.9 Ethics and Legal Responsibilities: 8.6</p> <p>CTE Pathway: C7.1, C7.4</p>
III.	UNIT 3: CREATION OF PRODUCTS AND SERVICES	CR	Lab/ CC	Standards
	<p>In this unit, students will describe the steps involved with product and/or services planning. Students will reflect on the product mix, which includes developing, maintaining and improving a product/service. Students will evaluate their new products/services developments to determine the viability of their products/services and its ability to operate successfully in the marketplace.</p> <p>Key Assignment:</p> <p>Continuing on their business plan, students will review and finalize their product and/or services that will be sold in their business. Students will rationalize the need for their offerings as well as explain the benefits of their product and the psychographics. Students will also include a preliminary "drawing" of their products and/or services. Students will include an analysis of competitors with an eye for differentiating their offerings against those of their competitors.</p>	10	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.4</p> <p>CTE Pathway: C4.6</p>
IV.	UNIT 4: PRODUCT DEVELOPMENT AND MANUFACTURING	CR	Lab/ CC	Standards

	<p>In this unit, the product development plan will be created with an emphasis on the most viable channels of distribution. Students will analyze models/channels to compare each relative to the type and size of their business. Students will also review how businesses plan for international distribution and e-commerce.</p> <p>Key Assignment:</p> <p>Students will calculate the cost of their product by identifying both the parts and materials in order to arrive at a unit cost. Students will also research possible manufacturers that could be utilized in order to estimate suggested retail prices. Students will also consider possible channels of distribution.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3</p> <p>CTE Pathway: C9.4</p>
V.	UNIT 5: THE MARKETING PLAN	CR	Lab/CC	Standards
	<p>In this unit, students will analyze the four marketing mix factors that influence the Marketing Plan. Through the factors of the Price, Product, Price, and Place, (Marketing Mix, 4Ps), students will identify the specific characteristics of the target market for their products/services. Students will then create related customer profiles. As a result, students will be able to develop marketing campaigns that target their market.</p> <p>Key Assignment:</p> <p>Students will analyze one (1) commercial for a product or service similar to what they will be selling in order to identify the elements of its marketing mix. In identifying this product's market mix, students will formulate the customer profile, which will include characteristics such as, age, gender, income, education, location, product benefits, lifestyle, and messaging.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.9</p> <p>CTE Pathway: C9.1</p>
VI.	UNIT 6: SOCIAL MEDIA MARKETING	CR	Lab/CC	Standards
	<p>In this unit, students will analyze how social media is used to establish an effective and smart selling approach. Students will learn selling techniques and various promotional concepts that can be applied to social media platforms. Students will identify the characteristics and strengths of each in order to calculate when each is utilized for maximum effect.</p> <p>Key Assignment:</p> <p>Students will develop a "Whitelisting" social media ad. In this, students will identify the characteristics of their customer profile as well as the keywords that a social media algorithm will use to target the target market. Students will consider how to engage their target market through the 4Ps of the Marketing Mix while including the keywords.</p> <ul style="list-style-type: none"> • The ad will be a 30 second video. • Students will shift their social media usage to optimize their brand ethically. 	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.8</p> <p>CTE Pathway: C9.6</p>
VII.	UNIT 7: EXPLORING THE MARKET	CR	Lab/CC	Standards
	<p>In this unit, students will analyze community data to align their business ideas to local opportunities. Students will evaluate the data in order to interpret market information and develop marketing strategies with an emphasis on increasing sales and profits. Students will be able to rationalize their decision-making by linking the strategy to specific data points as well as project the market's response to each.</p> <p>Key Assignment:</p> <p>Students will develop a marketing survey in order to analyze local data on their community. As a result of their findings, students will determine whether their product is appropriately placed in the community. If so, justify why; if not, identify the factors and identify a new location.</p> <ul style="list-style-type: none"> • Students will also consider whether changes need to be made to the product (product modification) as a result of whether it remains in the 	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.7</p> <p>CTE Pathway: C9.5</p>

	<p>community or is moved to another.</p> <ul style="list-style-type: none"> • If a change is made, it will be justified and the price and manufacturing will be adjusted (product positioning). 			
VIII.	UNIT 8: FINANCING AND PRICING	CR	Lab/CC	Standards
	<p>In this unit, students will explore the financial strategies and tactics that influence how products and services are priced for public consumption. Students will also consider the role of cash flow and impact of taxes on the success of a business. Consequently, students will be able to interpret financial statements, such as income statements, balance sheets and financial ratios, in an effort to analyze the health of their business and make informed decisions about how to respond.</p> <p>Key Assignment:</p> <p>Students will finalize price per unit in order to project sales over the next 4 quarter sales. Through this calculation, students will consider what cash flow is needed to start and run the business for 1 year. From this, students will prepare an investor pitch or seek a loan from a bank or lending institution will seek to acquire funds for a percentage of their business.</p> <ul style="list-style-type: none"> • Students will calculate startup and operation costs including rent, salaries, taxes, and products or services to be sold. 	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Responsibility and Flexibility: 7.1</p> <p>CTE Pathway: C8.1, C8.4</p>
IX.	UNIT 9: THE BUSINESS PLAN (FINAL - COMMON ASSESSMENT)	CR	Lab/CC	Standards
	<p>In this unit, students will culminate their learning by finalizing their business plan. Students will evaluate their previous decision-making by bringing together each element of their business plan (key assignments for units 1-8). During this time, students will be able to affirm or revise each element and prepare their business plan for presentation. As a result, students will be knowledgeable about the purpose and importance of a business plan.</p> <p>Key Assignment:</p> <p>Students will combine all key assignments from each unit in order to create and finalize their business plan. This business plan will be presented to Industry Professionals "Angel Investors" or DECA judges at competition:</p> <ul style="list-style-type: none"> • Option 1: General Format <ul style="list-style-type: none"> • The Why • Products/Service • Manufacturing and Production • Marketing Plan • Financing and Pricing • Option 2: DECA Competitive Presentation/Events <ul style="list-style-type: none"> • <u>Innovation Plan</u> • <u>Start-Up Business Plan</u> • <u>Independent Business Plan</u> • <u>International Business Plan</u> • <u>Business Growth Plan</u> • <u>Franchise Business Plan</u> <p>Note: When identifying a specific plan, students will abide by the formatting and steps of the plan.</p>	10	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.4 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.5</p> <p>CTE Pathway: C6.5</p>
X.	UNIT 10: RCOE COLLEGE AND CAREER TRANSITION PLAN (CCTP)	CR	Lab/CC	Standards
	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.3, 2.4 Career Planning</p>

express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.

Lessons:

- Work, Job, and Career
- The Career Plan
- Job Applications (Portfolios – Part 1)
- The Letter of Introduction (Portfolios – Part 2)
- Resume (Portfolios – Part 3)
- Letters of Recommendation (Portfolios – Part 4)
- Interviewing
- Career Research and Reflection
- Financial Literacy (Part 1 – The Basics)
- Financial Literacy (Part 2 – Credit)
- Financial Literacy (Part 3 – Creating a Budget)
- Financial Literacy (Part 4 – Saving and Investing)

Key Assignments:

1. **RCOE College and Career Transition Guide:** This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews.
2. **Financial Literacy:** This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement.

and Management:
3.1, 3.2, 3.3, 3.4,
3.8, 3.9

Technology: 4.1
Problem Solving
and Critical
Thinking: 5.4
Responsibility and
Flexibility: 7.6

CTE Pathway:
C1.1

Entered by:

District: Riverside County Office of Education
Contact: Abel Gonzalez, Instructional Specialist
Phone: 951-826-6801
Email: rcoecte@rcoe.us