

Career and Technical Education CTE Course Blueprint of Essential Standards

Business, Finance, and Information Technology Education

BU20 Exploring Business, Marketing, and Entrepreneurship

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and Instructional Services
Division of Career and Technical Education
Deborah Seehorn, Project Director*

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*Special thanks to the following educators who developed
this blueprint.*

*Marion Anthony-Jordan – Southern Middle School
Nathan Burton – Paisley Magnet School
Dawn Carpenter – Granite Falls Middle School
Wes Evans – Central Middle School
Hollie Hurst – Granite Falls Middle School
Heather Jones – Albemarle Middle School*

*This blueprint has been reviewed by business and
industry representatives for technical content and
appropriateness for the industry. Contact
businessandITeducation@dpi.nc.gov for more
information.*

CTE Course Blueprint of Essential Standards

A course blueprint lays out the framework of the curriculum for a given course.

The blueprint includes units of instruction, essential standards in each unit, and the specific objectives for each essential standard. The blueprint illustrates the relative weight of the units, essential standards, and objectives within the course. Each essential standard and objective reflects the intended level of learning through two dimensions that reflect the Revised Bloom's Taxonomy (RBT). The Knowledge Dimension is represented with letters A-D, and the Cognitive Process Dimension is represented by numbers 1-6.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint. This blueprint and other aligned curriculum products and assessments are developed using the Revised Bloom's Taxonomy.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6359 Mail Service Center, Raleigh, North Carolina 27699-6359.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on CTE Course Blueprints

N o.	Heading	Column information
1	ES# Obj.#	ES=Essential standard number (two digits); Obj.=Objective number (unique course identifier plus essential standard number and two-digit objective number).
2	Unit Titles/Essential Standard and Objective Statements	Statements of unit titles, essential standards per unit, and specific objectives per essential standard. Each essential standard statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each essential standard/objective statement is denoted by the verb plus its object.
3	Local Use	Space for use by Local Education Agencies.
4	Course Weight	Shows the relative importance of each objective, essential standard, and unit. Course weight is used to help determine the percentage of total class time that is spent on each objective.
5	RBT Designation	Classification of outcome behavior in essential standards and objective statements in Dimensions according to the Revised Bloom's Taxonomy. (Cognitive Process Dimension: 1 Remember, 2 Understand, 3 Apply, 4 Analyze, 5 Evaluate, 6 Create) (Knowledge Dimension: A Factual Knowledge, B Conceptual Knowledge, C Procedural Knowledge).
6	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
7	Core Supp	Designation of the essential standards and objectives as Core or Supplemental. Essential standards and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION
COURSE BLUEPRINT for BU20 Exploring Business, Marketing and Entrepreneurship

(Recommended Total hours of instruction: 67 - 90)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Suggested Hours of Instruction
1	2	
1.00	Module 1—Understand principles of business.	15
1.01	<i>Understand the purpose and the functions of business.</i>	8
1.02	<i>Compare the main types of business organization: sole proprietorship, partnership, corporation, and franchise.</i>	4
1.03	<i>Classify businesses as profit-making or non profit-making; and service, product or combination.</i>	3
2.00	Module 2—Understand economics and economic systems.	15
2.01	<i>Compare different types of economic systems: traditional, free enterprise, command, mixed.</i>	4
2.02	<i>Interpret supply and demand graphs.</i>	4
2.03	<i>Explain how the Federal Reserve, stock market and e-commerce impact the U.S. economy.</i>	4
2.04	<i>Understand the United States' economic system.</i>	3
3.00	Module 3—Understand the concept of entrepreneurship.	15
3.01	<i>Recall personal characteristics and skills needed for a successful entrepreneur.</i>	3
3.02	<i>Understand entrepreneurship and the entrepreneurial process.</i>	7
3.03	<i>Understand the procedures and requirements for starting a business.</i>	5
4.00	Module 4—Understand business activities and careers.	25
4.01	<i>Understand finance activities and careers.</i>	5
4.02	<i>Understand business management activities and careers.</i>	5
4.03	<i>Understand information technology activities and careers.</i>	5
4.04	<i>Understand marketing activities and careers.</i>	5
4.05	<i>Understand small business management and entrepreneurship activities and careers.</i>	5
5.00	Module 5—Understand appropriate business procedures.	15
5.01	<i>Understand appropriate business etiquette and business communication.</i>	8
5.02	<i>Understand ethics and ethical decision-making.</i>	7
6.00	Module 6—Understand requirements for seeking, gaining, and maintaining employment.	15
6.01	<i>Understand skills required for seeking employment.</i>	5
6.02	<i>Understand procedures for gaining employment.</i>	6

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Suggested Hours of Instruction
1	2	
6.03	<i>Understand behaviors required for maintaining employment.</i>	4
7.00	Module 7—Understand leadership and team building.	10
7.01	<i>Understand leadership.</i>	6
7.02	<i>Understand team building.</i>	4