

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Production/Operational Management Course Code: 040011/034305

CIP Code: 52.0701/52.0101

COURSE INTRODUCTION:

An instructional program that provides a background for the development and operation of a business starting with the role of the entrepreneur in our economy to development of a business plan and the application of specific marketing skills and concepts within the business environment.

Instruction in this area prepares students to understand how to organize and operate a business. All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system.

This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of student will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure, and promoting a business.

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UNIT DESCRIPTION:		SUGGESTED UNIT TIMELINE: 1 WEEK				
Students will learn the components and how to develop a product and operational management plan for an entrepreneurial venture.		CLASS PERIOD (min.): 50 MINUTES				
ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. How would an entrepreneur develop a product and operational management plan for an entrepreneurial venture? 2. What are the components of a management plan for an entrepreneurial venture? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Use Personal Information Management/Productivity applications	K.08			WHST 11-12.6	IT IV. 3A	1
2. Determine venture’s technology needs	K.14			RST 11-12.2	Entre. II. B. 3B	2
3. Plan business layout	M.01			WHST 11-12.1a	Mgmt. I. A. 3C	2
4. Determine equipment needs	M.02			RST 11-12.6	IT. III. 3A	2
5. Document business systems and procedures	M.03			WHST 11-12.6		2
6. Establish operating procedures	M.04			RST 11-12.3	Mgmt. IB. 3B	2
7. Develop project plans	M.05			WHST 11-12.6	Entre. VI. C. 3C	3
8. Analyze business processes and procedures	M.06			RH 11-12.7	Mgmt. III. A. 3B	4
9. Implement quality improvement techniques	M.07			SL 11-12.4	Mgmt. I. D. 3B	4

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10. Evaluate productivity of resources	M.08			RST 11-12.8	IT. II. 3B	3
11. Select business location	M.10			RST 11-12.2	Entre. II. B. 3C	1
12. Select distribution channels	M.11			RST 11-12.2	Mktg. IV. B. 3B	1
13. Develop and implement order-fulfillment processes	M.12			WHST 11-12.6 SL 11-12.1a	Mktg. IV. A. 6. 3A	2
14. Explain the buying process	M.13			RH 11-12.3 SL 11-12.5	Mktg. IV. A. 5. 3A	2
15. Describe the nature of buyer reputation and vendor relationships	M.14			SL 11-12.1a SL 11-12.2	Mgmt. XI. C. 3A	3
16. Establish company buying/purchasing policies	M.15			RST 11-12.5	Comm. III. A. 3A	2
17. Conduct vendor search	M.16			WHST 11-12.8	Mgmt. XI. C. 3A	2
18. Choose vendors	M.17			RST 11-12.5	Mgmt. XI. C. 3B	1
19. Schedule staff	M.21			WHST 11-12.4 WHST 11-12.6	Mgmt. XI. B. 3A	1
20. Maintain inventory of products/supplies	M.22			F-IF.4 HS-Modeling	Mgmt. XI. D. 3B	2
21. Organize shipping/receiving	M.23			F-IF.4	Mgmt. XI. D. 3C	2
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)						
*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

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1, 2	1. Lecture on distribution channels; cooperative learning
7, 8	2. Independent Learning - Reading
1-21	3. Lecture and class activity on selecting a business location: http://www.bized.co.uk/learn/business/production/efficiency/location.htm#.T5B_VPD1q1M.email
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1, 2	1. Students take notes on lecture on distribution channels. Students will complete eggman activity in groups of 3-4.
7, 8	2. Students read about production management
1-21	3. Students participate in class activities related to selecting a business location.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Resources @ MCCE:</p> <p>BE DVD ROM 80 - Cappuccino Trail: The Global Economy in a Cup Films for the Humanities and Sciences PRINCETON, NJ, FILMS FOR THE HUMANITIES AND SCIENCES, 2002. DVD ROM — A 150-pound bag of coffee beans might earn a farmer \$50; the "street value" of that same bag 10,000 cups of coffee is around \$20,000. By following the trail of two coffee beans grown in the Peruvian Andes, this program takes a unique look at the ubiquitous stimulant which, after oil, is the most globally traded commodity. One of the beans takes the route of the open market where its price is determined by commodities traders and analysts, such as Merrill Lynch's Judy Gaines, the industry oracle who discusses the markets volatility. The other bean finds its way into Cafe Direct, a new gourmet coffee launched in Britain by a company dedicated to paying fair prices to farmers for their high-quality organic crop. 50 minutes.</p> <p>MCE CD ROM 20 - Economic Utilities CEV Multimedia LUBBOCK, TX, CEV MULTIMEDIA, 2005. Microsoft® PowerPoint® — Economic utility refers to the level of satisfaction a customer receives from using a company's product or service. This Microsoft® PowerPoint® presentation discusses how economic utility is measured, and how it factors into the various marketing efforts performed by companies. Various product categories are examined along with the marketing strategies used to help increase economic utility.</p>	

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90 slides. Requirements: Adobe® Acrobat® Reader®, Win 2000/XP/Vista, MAC OSX

AG DVD ROM 74 - From Farm To Table

Learning Seed

CHICAGO, IL, LEARNING SEED, 2007.

DVD ROM — Using a simple sausage pizza as a springboard, this program explores the diverse worlds of our most basic foodstuffs, such as vegetables and wheat. Find out where different ingredients come from; how they're grown and harvested; how they're stored, shipped, and processed; and how they finally wend their way to your local restaurant or grocery store! We talk to farmers, see how they do their jobs, and learn what initiatives have made their lives easier and what sort of issues concern them. Environmental problems, migrant workers, and irradiation are a few of the issues