

**PROGRAM CONCENTRATION:** Architecture, Construction, Communications & Transportation  
**COURSE TITLE:** Broadcast and Graphic Communications – Sixth Grade

**COURSE DESCRIPTION:**

This is a nine week course that introduces students to the basic concepts and careers in the fields of Communications. Students will explore the career field within cooperative learning simulation projects.

This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material and mastered skills will be utilized in subsequent courses within this program concentration.

In addition, students acquire a fundamental understanding of the graphic communications and design industry. Topics covered include theories and practices to creating aesthetically pleasing designs and best methods for working with consumers. Important threads in this course include discussion of graphic communications careers, ethical issues relating to graphic communications and design, and exploration of various graphic communications software. All material covered will be utilized in subsequent courses.

**HISTORY OF MASS MEDIA/GRAPHIC COMMUNICATIONS:**

Students will explore and identify the progress of technological developments in the history of communications.

**MSACCT-COM6-1: Students will identify early mass communication inventions.**

- a) Define mass communications.
- b) Describe and identify communication inventions to include precursors to today's technology.
- c) Describe the impact of past mass communication inventions on our current society.

**ACADEMIC STANDARDS:**

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA6W3: The student uses research and technology to support writing.*

*ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**SAMPLE TASKS:**

- Show video clips or photos of early mass communications inventions.
- Make a flipbook.
- Create a wall of pictures to reflect past and current mass communication technology.
- Create a PowerPoint presentation about early inventions.
- Create a rubric for students to choose an early communications invention and develop a PowerPoint of their research findings.
- Demonstrate today's technology, i.e. pod casts, text messaging, and compare to early technology.

**MSACCT- COM6-2: Students will identify key developments and individuals relating to the history of the graphics and design industry, and explore emerging trends and technologies.**

- a) List the historical events important to the graphic communications industry and recognize its effects on the design industry and society.
- b) Identify persons with major contributions to the field of graphic design.
- c) List and describe emerging trends in software and technologies.
- d) Recognize how current communication technologies impact emerging trends in typography.

**ACADEMIC STANDARDS:**

*M6P2: Students will reason and evaluate mathematical arguments.*

*M6P4: Students will make connections among mathematical ideas and to other disciplines.*

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

**SAMPLE TASKS:**

- Create a graphical timeline highlighting historic milestones in graphic communications.
- Create a graphical timeline of the history of typography.
- Create a wall of pictures to reflect past and present historical events within the graphic communications industry.

**TRADE TERMINOLOGY**

Students will explore and identify correct utilization of trade terminology in the communications field.

**MSACCT- COM6-3: Students will understand and utilize trade terminology in an appropriate manner.**

- a) Identify and utilize trade terminology in the media production lab.
- b) Identify and utilize trade abbreviations and acronyms as appropriate.
- c) Understand and demonstrate that media has its own language.

**ACADEMIC STANDARDS:**

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.*

**SAMPLE TASKS:**

- Create word wall of media trade terminology.
- Vocabulary practice using puzzles and games.
- Create vocabulary graphic organizer.

- Draw symbols/pictures to illustrate each term.

**MSACCT- COM6-4: Students will understand and utilize trade terminology in an appropriate manner.**

- a) Define graphic communications.
- b) Relate the definition of graphic communications to everyday products.
- c) Identify terminology pertaining to basic layout and design elements and principles.

**ACADEMIC STANDARDS:**

*M6P2: Students will reason and evaluate mathematical arguments.*

*M6P4: Students will make connections among mathematical ideas and to other disciplines.*

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts*

**SAMPLE TASKS:**

- Bring examples of graphic communications (matching graphic communications definition), i.e. page or box of graphic communications products.
- Select a magazine layout and outline each page layout element.
- Complete vocabulary pretest and post-test.
- Participate in add-a-word for word wall.
- Participate in vocabulary building games.

**ENVIRONMENTAL HEALTH AND SAFETY**

Students will explain and demonstrate safety procedures in the communications field, identify required personal protection equipment, and identify professional and environmental issues.

**MSACCT- COM6-5: Students will identify safety and health procedures utilized in the classroom/lab environment.**

- a) Identify location of safety and first aid equipment in the classroom.
- b) Describe proper personal protection equipment.
- c) Identify procedures for emergency situations.
- d) Identify equipment safety features.
- e) Read and interpret equipment's operating instructions.
- f) Identify procedures for handling hazardous and combustible materials (MSDS, OSHA).
- g) Describe OSHA, MSDS and EPA.
- h) Explain "Right to Know."

**ACADEMIC STANDARDS:**

*S6CS2: Students will use standard safety practices for all classroom laboratory and field investigations.*

**SAMPLE TASKS:**

- Develop a list of required personal protection equipment.
- List rules for operating basic equipment.
- Demonstrate the correct use of a fire extinguisher.
- Design a poster describing safety rules.
- Practice and demonstrate emergency procedures.
- Practice safety procedure drills.
- Role-play safety procedures.

**PROFESSIONAL CAREERS AND ETHICS**

Students will explore careers, professional and ethical issues relative to the communications industry. Students are given the opportunity to acquire employability skills by developing leadership, teamwork, and communications industry skills.

**MSACCT- COM6-6: Students will explore and demonstrate ethical use of equipment and storytelling through their productions.**

- a) Demonstrate ability to give and follow directions.
- b) Demonstrate ability to effectively function as a team member.
- c) Demonstrate strong work ethics.
- d) Identify basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).
- e) Identify and demonstrate ethical issues pertaining to the communications field.

**ACADEMIC STANDARDS:**

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA6W3: The student uses research and technology to support writing.*

*ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*SS6RC1: Students will enhance reading in all curriculum areas.*

**SAMPLE TASKS:**

- Arrange for a professional (i.e. lawyer, mass communications professional, etc.) in the field to visit the classroom as a guest speaker.
- Demonstrate and provide examples of plagiarism by reading a fictional poem that contains a famous quote or music lyrics and pose as author. Students highlight plagiarism.
- Contact plagiarism or copyright specialist for information (School Media Specialists).

- Write a Public Service Announcement or commercial about media ethics.
- Research mass communication law. Create a brochure showing understanding of plagiarism and copyright laws.
- Research the Fair Use Law and make a poster for a classroom.
- Create an FBI warning for the beginning of video project.

**MSACCT- COM6-7: Students will demonstrate interpersonal and employability skills required for job retention in the work place.**

- a) Become familiar with careers, roles and responsibilities of jobs within communications field.
- b) Demonstrate professional customer relations skills and organizational skills.
- c) Demonstrate employability skills such as punctuality, individual responsibility, and professional dress.
- d) Evaluate and communicate methods of conflict resolution while working with a team.
- e) Participate in SkillsUSA.

**ACADEMIC STANDARDS:**

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA6W2: The student demonstrates competence in a variety of genres.*

*ELA6W3: The student uses research and technology to support writing.*

*ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*SS6RC1: Students will enhance reading in all curriculum areas.*

**SAMPLE TASKS:**

- Research careers in the mass communications field.
- Create a storyboard/comic strip of an interview.
- Make a poster illustrating a career in the mass communications field with the profession's requirements.
- Create a brochure/pamphlet about SkillsUSA.
- Create a help wanted advertisement for a job in the mass communications field.

**MSACCT- COM6-8: Students will explore careers available in the field of graphic communications and the design industry.**

- a) Associate graphic communications careers to everyday products produced by this industry.
- b) Explore projected growth rate of jobs within the graphic communications industry.
- c) Explore titles, roles, functions, and salaries of individuals in the graphic communications industry.
- d) Identify personal skills needed for job success.
- e) Discuss workplace skills pertaining to acquiring and maintaining a career in the industry.

- f) Understand how education and career development plays a role in the lifelong learning process.

**ACADEMIC STANDARDS:**

*M6P2: Students will reason and evaluate mathematical arguments.*

*M6P4: Students will make connections among mathematical ideas and to other disciplines.*

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

**SAMPLE TASKS:**

- Student brings samples of graphic communications products and relate to careers within industry.
- Student views presentation relative to the graphic communication industry's employment opportunities and projected growth rate.
- Student names career opportunities within the graphics/design industry.
- Student lists recent technological changes within industry and relate to the lifelong learning process.

**MSACCT- COM6-9: Students will examine professional and ethical issues involved in the graphic communications industry.**

- a) Identify basic copyright issues for the graphic communications industry.
- b) Describe the consequences of copyright infringement.
- c) Recognize various ethical issues within the graphic communications business.

**ACADEMIC STANDARDS:**

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*SS6CG1: The student will compare and contrast various forms of government.*

**SAMPLE TASKS:**

- Students obtain formal permission for use of an art form, design, and/or photo.
- Students participate in a class discussion on "work ethics and customer relations."
- Students observe or participate in a role-play illustrating ethical and unethical practices pertaining to job interview, application, and resume writing.
- Develop and present a "total team" project on copyright basics for graphic artists.

**PRODUCTION: VIDEO BROADCAST**

Students will identify and perform the three stages of production in a collaborative group.

**MSACCT- COM6-10: Students will demonstrate, in preproduction, the proper planning process.**

- a) Analyze media messages.
- b) Read and compare/contrast a play and video script samples.

- c) Define terminology used in broadcast/video scriptwriting.
- d) Recognize and create a storyboard.
- e) Use basic research skills to gather information for appropriate topics.
- f) Prepare and create basic production design.
- g) Effectively cast on air talent.

#### ACADEMIC STANDARDS:

- ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*
- ELA6W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.*
- ELA6W3: The student uses research and technology to support writing.*
- ELA6W4: The student consistently uses the writing process to develop, revise, and evaluate writing.*
- ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- M6D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*
- M6P4: Students will make connections among mathematical ideas and to other disciplines.*
- M6N1: Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.*

#### SAMPLE TASKS:

- Illustrate basic sound design by choosing appropriate music/sound to match video.
- Write a commercial script.
- Create a storyboard organizing researched topic information.
- Write complete copy/script for autobiography, newspaper article, radio commercial, billboard advertisement, TV commercial, etc.
- Write a script for a 3 scene narrative story.

#### **MSACCT- COM6-11: Students will exhibit proper production performance techniques.**

- a) Use rubric to create a short broadcast/video program.
- b) Communicate effectively, problem solving, work with a team.
- c) Demonstrate production etiquette.
- d) Assume roles of broadcast/video occupations to include director, assistant director, producer, etc.
- e) Identify camera parts and their function.
- f) Load, record, and play video/audio equipment.
- g) Demonstrate proper set-up and use of basic production equipment.

- h) Demonstrate basic camera shots.
- i) Transport equipment safely and securely.
- j) Demonstrate proper care of equipment.

**ACADEMIC STANDARDS:**

*ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA6W3: The student uses research and technology to support writing.*

*ELA6W4: The student consistently uses the writing process to develop, revise, and evaluate writing.*

*ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*S6E6: Students will describe various sources of energy, and with their uses, and conservation.*

*S6CS2: Students will use standard safety practices for all classroom laboratory and field investigations.*

**SAMPLE TASKS:**

- Create a 1 ½-2 minute music video.
- Create a video tape and still photo slide show autobiography using personal photos and other mementos.
- Create a basic 3 scene narrative story.
- Create a 30 second commercial.
- Illustrate a poem by creating a video tape and still photo slide show.
- Basic Shot Framing practice.

**MSACCT- COM6-12: Students will identify editing methods in post production.**

- a) Identify qualities of a technically acceptable audio track.
- b) Demonstrate the care, storage, and use of media hardware and software.
- c) Identify and describe process of recording and use of basic editing devices.
- d) Determine proper cables for set-up and operation of production equipment.
- e) Utilize basic digital audio editing.
- f) Demonstrate basic set up and operation of editing software.

**ACADEMIC STANDARDS:**

*ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA6RC2: The student participates in discussions related to curricular learning in all subject areas.*

*ELA6W3: The student uses research and technology to support writing.*



- ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- M6P4: Students will make connections among mathematical ideas and to other disciplines.*
- M6N1: Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.*
- S6CS4: Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.*

#### SAMPLE TASKS:

- Edit video autobiography, 3 scene narrative story, poem, newspaper article, radio commercial, billboard advertisement, TV commercial, etc.
- Edit raw footage according to timing specifications given by instructor.
- Play audio tracks of varying sound quality. Students identify each track's good and bad qualities.

### **PRODUCTION: DESIGN AND LAYOUT**

#### **GRAPHIC COMMUNICATIONS**

Students will learn principles of design and general layout procedures as it relates to the graphics communications industry. Content will cover page composition, software programs used in graphic design, and image conversion. Knowledge and skills will be enhanced in a graphic communication productions laboratory facility through projects that simulate industry standards.

**MSACCT- COM6-13: Students will develop a working knowledge of the principles and elements of page layout, the appropriate use of color and type, and the graphic design process.**

- a) List basic elements and principles of design terminology.
- b) Recognize page layout templates.
- c) Reproduce a basic page layout document using text and illustration.
- d) Discuss the basic design process used to produce graphic communications products.
- e) Identify the differences between primary, secondary, and complimentary colors.
- f) List the major type categories and define distinguishing characteristics of each.

#### **ACADEMIC STANDARD:**

- M6P4: Students will make connections among mathematical ideas and to other disciplines.*
- M6M2: Students will use appropriate units of measure for finding length, perimeter, area, and volume and will express each quantity using the appropriate unit.*
- ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*
- ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

### SAMPLE TASKS:

Students will use the appropriate color schemes, typography, elements and principles of a page layout, and design process techniques when completing the following tasks.

- Select a magazine page layout and identify page layout elements.
- List type categories and how to identify each through their characteristics and personalities.
- Design and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover (using pre-designed templates).
- Design and print a greeting card, invitations, thank you or birthday card (using pre-designed templates).

**MSACCT- COM6-14: Students will learn the differences and functions of page layout, raster based/photo manipulation, and vector based/graphic software applications and the art of producing various digital file formats.**

- a) Recognize appropriate procedure to log-on/boot-up, name, save and print a document when using a page layout program.
- b) Identify use of traditional and computer-generated tools in the production of a page layout.
- c) Identify the use of file management and file formats.
- d) Identify folder structure to organize documents along with all support files (including client original files, fonts, links, etc.).
- e) Recognize and use page layout templates for production of a product.
- f) Identify spell check and proofreaders marks when proofread, edit, and make corrections or adjustments to documents.
- g) Identify and list the differences between page layout software, and raster-based software, and vector based software.
- h) Identify correct method to use proportionate sizing for illustrations.
- i) Recognize the process used to place scanned graphics/photos into existing page layout program.
- j) Identify file formats used in industry: native/default format; meta files (files that contain fonts, raster, and vector information; example: wmf, PDF, eps) and generic (example: tif, jpg, gif, and txt).

### ACADEMIC STANDARDS:

- M6P4: Students will make connections among mathematical ideas and to other disciplines.*
- M6M2: Students will use appropriate units of measure for finding length, perimeter, area, and volume and will express each quantity using the appropriate unit.*
- ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*
- ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*
- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA6W3: The student uses research and technology to support writing.*

**SAMPLE TASKS:**

- Design, create, and print a notepad, book cover, safety poster, flyer and/or CD/DVD cover (using pre-designed templates and appropriate software).
- Design, create, and print a greeting card, invitations, thank you or birthday card (using pre-designed templates and appropriate software).

**CAREER TECHNOLOGY STUDENT ORGANIZATIONS (CTSOS)****MSACCT- COM6-15: Students will understand the purpose of SkillsUSA.**

- a) Explain the history and purpose of SkillsUSA.
- b) Describe the SkillsUSA emblem.
- c) Establish a SkillsUSA chapter.

**ACADEMIC STANDARDS:**

*ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*ELA6R: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA6W3: The student uses research and technology to support writing.*

**SAMPLE TASKS:**

- Draw and label the SkillsUSA emblem.
- Visit the SkillsUSA website: [www.skillusa.org](http://www.skillusa.org).
- Show a SkillsUSA video.
- Invite a guest speaker from a local SkillsUSA high school chapter.
- Conduct a SkillsUSA chapter meeting.

**READING STANDARD COMMENT:**

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**CTAEMRC-1: Students will enhance reading in all curriculum areas by:**

- a. Reading in all curriculum areas.
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context.
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

**WRITING:**

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

**CTAEW-1: The student demonstrates competence in a variety of genres.**

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

**CTAEW-2: The student uses research and technology to support writing.**

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

**ENTREPRENEURSHIP:**

**MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.**

- a) Define entrepreneurship.
- b) Identify and analyze characteristics of a successful entrepreneur.
- c) Identify the reasons for planning in entrepreneurial businesses.
- d) Discuss the entrepreneurial discovery processes.
- e) Assess global trends and opportunities.
- f) Determine opportunities for business creation.
- g) Generate ideas for business.
- h) Determine feasibility of ideas.
- i) Determine the major reasons for business failure.

**ACADEMIC STANDARDS:**

*ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3: The student uses research and technology to support writing.*

*SSEF6: The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

*SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.*

**MKT-EN-2: Explain the fundamental concepts of business ownership.**

- a) Determine the relationship of competition to our private, free enterprise system.
- b) Explain the effects of competition on buyers and sellers.
- c) Identify the common types of business ownership.
- d) Compare and contrast the advantages and disadvantages of each type of ownership.
- e) Explain relevant government regulations relating to the operation of a business.
- f) Discuss the types of risks that businesses encounter.
- g) Explain how businesses deal with the various types of risks.
- h) Identify the market segment for the business.
- i) Formulate a marketing mix designed to reach a specific market segment.
- j) Utilize the marketing functions to determine the competitive advantage of the proposed business.

**ACADEMIC STANDARDS:**

*ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3: The student uses research and technology to support writing.*

*SSEF5: The student will describe the roles of government in a market economy.*

**CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.