

# VoCATS

## Course Blueprint

**Business and Information Technology Education  
Marketing Education**

***BE6235/ME6615  
Small Business Entrepreneurship***

*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Curriculum and School Reform Services  
Division of Instructional Services*

*Raleigh, North Carolina  
Summer 2003*

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

*John Fux – Hoke County High School  
Georgia Harvey - Albemarle High School  
Cynthia Marks - Cape Hatteras Secondary School  
Kim-Marie Mathias - Northwood High School  
Greg Murphy – Apex High School  
Jill Oliver - Southeast Raleigh High School  
Lynn Pope – Hendersonville High School  
Gwendolyn Shaw - Leesville Road High School  
Sheldon Sperling – Garinger High School  
Janis Tucker - Richlands High School  
Mary Jane Thomas – Harnett Central High School  
Eleanor Snead – Marketing Education Consultant, NCDPI*

*This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact [esnead@dpi.state.nc.us](mailto:esnead@dpi.state.nc.us) for more information.*

## VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

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.

For additional information about this blueprint, contact program area staff. For additional information about VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358, 919.807.3876, email: [rwelfare@dpi.state.nc.us](mailto:rwelfare@dpi.state.nc.us).

### Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency 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 competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	Course Weight  Cognitive  Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	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.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

*Career-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.*

**MARKETING EDUCATION**  
**COURSE BLUEPRINT for 6635/6615 SMALL BUSINESS ENTREPRENEURSHIP**  
(Recommended hours of instruction: 135-180 Class Length: 1 Period)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
<b>Total Course Weight</b>			<b>100%</b>				
<b>A. COURSE ORIENTATION</b>							
<b>SB01.00</b>	<b>Explain the components of Business, Marketing, and Information Technology Education.</b>						SUPP
SB01.01	<i>Describe the basic content of the Small Business Entrepreneurship course as part of Business, Marketing, and Information Technology Education.</i>						SUPP
SB01.02	<i>Explain the value of DECA as an integral part of the Small Business Entrepreneurship course.</i>						SUPP
SB01.03	<i>Explain the value of FBLA as an integral part of the Small Business Entrepreneurship course.</i>						SUPP
SB01.04	<i>Exhibit effective leadership skills and a cooperative attitude.</i>						SUPP
<b>B. OVERVIEW OF SMALL BUSINESS</b>			<b>13%</b>				
<b>SB02.00</b>	<b>Explain the basic concepts leading to success in small business entrepreneurship.</b>		<b>6%</b>		<b>C2</b>	<b>E/CD/CS SS</b>	<b>CORE</b>
SB02.01	<i>Explain the factors and personality traits that contribute to the success of a small business entrepreneur.</i>		3%		C2	E/SS/CD	CORE
SB02.02	<i>Explain the purposes and components of a business plan.</i>		1%		C2	CD/CS SS	CORE
SB02.03	<i>Discuss the importance of ethical behavior in business.</i>		2%		C2	CD/CS SS	CORE
<b>SB03.00 Explain the legal environment of small business.</b>			<b>7%</b>		<b>C2</b>	<b>CD/CS SS</b>	<b>CORE</b>
SB03.01	<i>Compare forms of business ownership.</i>		3%		C3	CD/CS SS	CORE
SB03.02	<i>Describe sources of assistance available to entrepreneurs.</i>		2%		C1	CD/CS SS	CORE
SB03.03	<i>Discuss the roles of government in small business.</i>		2%		C2	CS/SS	CORE

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
<b>C.</b>	<b>FINANCING A SMALL BUSINESS</b>		<b>22%</b>				
<b>SB04.00</b>	<b>Explain the fundamentals of financing a small business.</b>		<b>10%</b>		<b>C2</b>	<b>CD/CS/M SS</b>	<b>CORE</b>
<i>SB04.01</i>	<i>Identify the costs associated with owning and operating a small business.</i>		3%		C1	CD/M/SS	CORE
<i>SB04.02</i>	<i>Discuss sources used in financing a small business.</i>		7%		C2	CS/SS	CORE
<b>SB05.00</b>	<b>Explain the financial statements maintained in a small business.</b>		<b>12%</b>		<b>C2</b>	<b>CS/M</b>	<b>CORE</b>
<i>SB05.01</i>	<i>Develop the financial records used in a small business.</i>		7%		C3	CS/M	CORE
<i>SB05.02</i>	<i>Explain the use of sales projections.</i>		5%		C2	CS/M	CORE
<b>D.</b>	<b>MARKETING A SMALL BUSINESS</b>		<b>36%</b>	<b>4%</b>			
<b>SB06.00</b>	<b>Explain the fundamentals of marketing in a small business.</b>		<b>7%</b>		<b>C2</b>	<b>CS/M/SC SS</b>	<b>CORE</b>
<i>SB06.01</i>	<i>Explain marketing and its importance.</i>		3%		C2	CS/SS	CORE
<i>SB06.02</i>	<i>Explain market identification.</i>		4%		C2	M/SC/SS	CORE
<b>SB07.00</b>	<b>Identify product decisions necessary for a small business.</b>		<b>6%</b>		<b>C1</b>	<b>M/SS</b>	<b>CORE</b>
<i>SB07.01</i>	<i>Explain products/services that make up the product mix.</i>		4%		C2	SS	CORE
<i>SB07.02</i>	<i>Identify factors that contribute to the selection of products/services in small business.</i>		2%		C1	M/SS	CORE
<b>SB08.00</b>	<b>Identify place decisions faced by small business owners.</b>		<b>6%</b>		<b>C1</b>	<b>A/CS/M SC/SS</b>	<b>CORE</b>
<i>SB08.01</i>	<i>Recognize the importance of business image.</i>		1%		C1	SS	CORE
<i>SB08.02</i>	<i>Explain the factors affecting selection of the business location.</i>		3%		C2	M/SC/SS	CORE
<i>SB08.03</i>	<i>Describe the components of a business layout including equipment, furnishings, and supplies.</i>		2%		C1	A/CS/M SC/SS	CORE
<b>SB09.00</b>	<b>Explain pricing strategies for making effective pricing decisions.</b>		<b>8%</b>	<b>4%</b>	<b>C2</b>	<b>CS/M/SC SS</b>	<b>CORE</b>
<i>SB09.01</i>	<i>Explain factors that affect pricing.</i>		3%		C2	M/SS	CORE
<i>SB09.02</i>	<i>Explain pricing policies and strategies that help businesses meet pricing objectives.</i>		4%		C2	SC/M	CORE
<i>SB09.03</i>	<i>Calculate the selling price of merchandise and services.</i>		1%	4%	C3P	CS/M	CORE

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2		4	5	6	7	8
<b>SB10.00</b>	<b>Identify the function of promotion in small business.</b>		<b>9%</b>		<b>C1</b>	<b>A/CS/E M/SS</b>	<b>CORE</b>
SB10.01	<i>Explain promotional strategies.</i>		2%		C2	SS	CORE
SB10.02	<i>Describe the elements that make up the promotional mix.</i>		5%		C1	CS/M/SS	CORE
SB10.03	<i>Identify promotional media activities used by small businesses.</i>		2%		C1	A/E/M/SS	CORE
<b>E.</b>	<b>PLANNING AND PREPARING TO MANAGE A SMALL BUSINESS</b>		<b>15%</b>	<b>10%</b>			
<b>SB11.00</b>	<b>Identify the concepts of management for a small business.</b>		<b>2%</b>		<b>C1</b>	<b>CD/E/ SS</b>	<b>CORE</b>
SB11.01	<i>Identify the functions of management.</i>		1%		C1	CD/SS	CORE
SB11.02	<i>Identify different leadership styles.</i>		1%		C1	CD/E/SS	CORE
<b>SB12.00</b>	<b>Explain human resources management in a small business.</b>		<b>8%</b>		<b>C2</b>	<b>CD/CS/E H/M/SS</b>	<b>CORE</b>
SB12.01	<i>Explain staffing procedures.</i>		3%		C2	CS/E/M SS	CORE
SB12.02	<i>Identify regulations that protect employees.</i>		2%		C1	CD/E/H SS	CORE
SB12.03	<i>Identify ways to maximize employee performance.</i>		3%		C1	CD/CS/E SS	CORE
<b>SB13.00</b>	<b>Explain business risk.</b>		<b>5%</b>		<b>C2</b>	<b>CS/E/H SC/SS</b>	<b>CORE</b>
SB13.01	<i>Identify business risks.</i>		2%		C1	CS/E/H SC/SS	CORE
SB13.02	<i>Explain methods of dealing with business risk.</i>		3%		C2	CS/E/H SC/SS	CORE
<b>SB14.00</b>	<b>Prepare a business plan.</b>			<b>10%</b>	<b>C3P</b>	<b>A/E/CD CS/M/SS</b>	<b>CORE</b>
SB14.01	<i>Develop a written business plan.</i>			6%	C3P	A/E/CD CS/M/SS	CORE
SB14.02	<i>Defend the business plan in an oral presentation.</i>			4%	C3P	A/E/CD CS	CORE