

## CTE/ROP Arts Management

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

<b>Course Length:</b> 1 Year (2 Semesters)	<b>Classroom Instruction:</b> 180 hours
<b>SUHSD Course Number:</b> 97283/97284	<b>Grade Level:</b> 9, 10, 11, 12
<b>SDCOE Course Number:</b> 573402	<b>SDCOE Total Hours:</b> 540 Hours
<b>CBEDS Number/Title:</b> 5734/Arts Management	<b>Year of Implementation:</b> 2011
<b>Course Pre-requisites:</b> None	<b>Articulation (school/credits):</b> None
<b>CTE Industry Sector:</b> Arts, Media and Entertainment	<b>CTE Pathway(s):</b> Production and Managerial Arts
<b>Job Titles:</b> Talent Agent, Talent Buyer, Talent Manager, and Studio Artist/Independent Contractor, Record Label Owner / Employee	
<b>Credential Information:</b> Full Time Designated Subjects Career Technical Education Teaching Credential in Arts, Media and Entertainment	
<b>Required Textbooks:</b> None	
<b>Course Description:</b> This course provides entry-level and advanced training in Arts Management. Employment possibilities include entrepreneurial in nature, talent agent, talent buyer, talent manager, and studio artist/independent contractor. Instruction covers the following areas: business evaluation, research of market, employment practices, administrative policies, location, production and pricing theory. Students use equipment which includes: computers and some software.	

## CTE/ROP Arts Management

### **Semester 1**

- Unit 1: Characteristics of Entrepreneurship
- Unit 2: Types of Business Organization
- Unit 3: Legal Issues
- Unit 4: Marketing
- Unit 5: Business Management

### **Semester 2**

- Unit 6: Managing Human Resources
- Unit 7: Financing the Business/Arts Organization
- Unit 8: Developing the Business Plan
- Unit 9: Event Planning and Management
- Unit 10: Accounting
- Unit 11: Protecting the Business
- Unit 12: Ethics and Social Responsibility
- Unit 13: Managing the Creative Process
- Unit 14: All Aspects of the Industry
- Unit 15: Job Acquisitions Skills

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<u>Semester 1 – Unit 1 – Characteristics of Entrepreneurship (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Describes the characteristics of a successful entrepreneur in the arts.</p> <p><b>1B</b> - Compares the advantages and disadvantages of owning a business.</p> <p><b>1C</b> - Assesses own ability to be a successful entrepreneur.</p> <p><b>1D</b> - Describes the contributions and impact of small business.</p> <p><b>1E</b> - Recognizes entrepreneurial opportunities in the arts.</p> <p><b>14A</b> - Identifies workplace safety hazards.</p> <p><b>14B</b> - Describes precautions to take to avoid personal injuries.</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/CPM/</b></p> <p><b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p><b>*AME/TC/</b></p> <p><b>4.5</b> Know the key technological skills appropriate for occupations in the arts industry.</p> <p><b>*AME/PSCT/</b></p> <p><b>5.5</b> Understand the application of research and analysis skills to the creation of content.</p> <p><b>*AME/HS/</b></p> <p><b>6.1</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p><b>6.3</b> Know how to take responsibility for a safe and healthy work environment.</p> <p><b>*AME/TKS/</b></p> <p><b>10.6</b> Know the appropriate skills and vocabulary of the art form.</p> <p><b>*AME/PMAP/</b></p> <p><b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.</p> <p><b><u>Core Academic:</u></b></p> <p><b>*AME/A/1.3HSS/WH/G10/</b>  <b>(10.3.5)</b> Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b></p>	<p><b>A</b> - Characteristics of a successful entrepreneur in the arts</p> <p><b>B</b> - Owning a business</p> <p><b>C</b> - Vision, goals, and objectives</p> <p><b>D</b> - Entrepreneur in the arts</p> <p><b>E</b> - Common types of business</p> <p><b>F</b> - Workplace safety hazards</p> <p><b>G</b> - Personal injuries</p>	<p>Entrepreneur</p> <p>Employee</p> <p>Service Business</p> <p>Mail Order / Manufacturing Business</p> <p>SMART Goals</p> <p>Teamwork</p> <p>Team Member</p> <p>Responsibility</p> <p>Commitment</p> <p>Competency</p> <p>Cooperation</p> <p>Creativity</p> <p>Attitude</p> <p>Aptitude</p> <p>Introvert</p> <p>Extrovert</p> <p>Invent</p> <p>Discover</p> <p>Research</p> <p>Segmentation</p> <p>Analysis</p>	<p><b><u>Teacher Resources:</u></b></p> <p>Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

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	<p><b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p> <p><b>*AME/C/2.2W/WSA/G11-12/</b></p> <p><b>(2.6)</b> Deliver multimedia presentations:</p> <p><b>a.</b> Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p><b>b.</b> Select an appropriate medium for each element of the presentation.</p> <p><b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p><b>d.</b> Test the audience's response and revise the presentation accordingly.</p>		
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurship Ideas in Action 4e – Chapters One and Four</li> <li>• Starting Your Own Business Project (1 week) – Goals: Design or improve upon a product. Conduct market research and analysis to determine whether product idea is viable. Items to include - idea generation / product improvement (idea explanation), design detail (engineering / product logo), market research (demographics, psychographics, technographics, pricing, supply and demand), and analysis (market size, growth rate, profitability, industry cost structure, distribution channels, market trends, key success factors).</li> </ul> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• 5 hours from Safety added.</li> </ul>			

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<u>Semester 1 - Unit 2 – Types of Business Organization (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>2A</b> - Describes the advantages and disadvantages of proprietorships, independent contractors, partnerships, corporations, cooperatives, and non-profit organizations.</p> <p><b>2B</b> – Identifies common types of business organizations as they relate to the four art disciplines of dance, music, theatre and visual arts.</p> <p><b>2C</b> - Describes the differences between non-profit and other forms of business organizations.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.9</b> Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(1.8)</b> Integrate databases, graphics, and spreadsheets into word-processed documents.  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>A</b> - Proprietorships, independent contractors, partnerships, corporations, cooperatives, and non-profit organizations.  <b>B</b> - Common types of business.  <b>C</b> - Non-profit and other forms of business organizations.</p>	<p>Sole Proprietorship            Corporation            C Corp            S Corp            General Partnership            Limited Partnership            Limited Liability Company (LLC)            Non- Profit            Fictitious Name</p>	<p><b><u>Teacher Resources:</u></b>            Small-Time Operator, Kamoroff, Bernard B., CPA, 1997</p> <p>Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Small-Time Operator – pgs. 24 – 25 Sole Proprietorship; pgs. 78 – 29 Partnerships, Corporations, LLCs.</li> <li>• Business Organization Analysis Chart – Students are given a business characteristic list and must match the characteristic to the type of business (i.e. Characteristic: Business debt is the sole responsibility of the owner(s), Type of Business: Sole Proprietorship)</li> </ul> <p><b>Comments:</b></p>				

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Semester 1 - Unit 3 – Legal Issues (5 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>11A</b> – Explains the impact of government rules and regulations on a small business.</p> <p><b>11B</b> – Identifies the methods for protecting intellectual property.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TC/</b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.3HSS/WH/G10/</b>  <b>(10.3.5)</b> Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.  <b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(2.6)</b> Deliver multimedia presentations:  <b>a.</b> Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines,</p>	<p><b>11A</b> – Rules and Regulations</p> <p><b>11B</b> – Protecting intellectual property</p>	<p>Copyright            Publish            Song            Sound Recording            Exploitation            License            Mechanical License            Performing Rights            License            Synchronization            License            Print License            Foreign License            Compulsory            BMI            SESAC            ASCAP            Non-Payment Usage</p>	<p><b><u>Teacher Resources:</u></b>            Small-Time Operator, Kamoroff, Bernard B., CPA, 1997</p> <p>Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

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	<p>CD-ROMs, the Internet, electronic media-generated images).</p> <p><b>b.</b> Select an appropriate medium for each element of the presentation.</p> <p><b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p><b>d.</b> Test the audience's response and revise the presentation accordingly.</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Intellectual Property Rights – copyrights, songs versus sound recordings.</li><li>• Publishing Laws – what a publisher does, licensing: mechanical, performing rights, synchronization, print, foreign, royalties and current rates, performing rights organizations.</li></ul> <p><b>Comments:</b></p>				

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Semester 1 - Unit 4 – Marketing (40 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>3A</b> - Identifies and analyzes the target market.</p> <p><b>3B</b> – Organizes a portfolio that displays creative work / documents successes</p> <p><b>3C</b> - Explains the nature and importance of public relations.</p> <p><b>3D</b> - Develops pricing strategies and techniques.</p> <p><b>3E</b> - Develops a promotion plan</p> <p><b>3F</b> – Explains the impact of E-commerce as it relates to the four art disciplines.</p> <p><b>3G</b> - Explains the importance of customer service.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PSCT/</b>  <b>5.5</b> Understand the application of research and analysis skills to the creation of content. <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C1.2</b> Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b>C3.2</b> Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.1M/NS/G7/</b>  <b>(1.7)</b> Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.  <b>*AME/A/1.1M/PRS/G8-12/</b>  <b>(8.0)</b> Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.  <b>*AME/A/1.3HSS/HREPV/G9-12/</b></p>	<p><b>A</b> - Target market  <b>B</b> - Public relations  <b>C</b> - Pricing strategies and techniques  <b>D</b> - Promotion plan  <b>E</b> - Social Networking  <b>F</b> - Customer service</p>	<p>Market Segment  Demographic  Psychographic  Use-Based Data  Geographic Data  Primary Data  Secondary Data  Advertising  Banner Ad  Floating Ad  Wallpaper Ad  Trick Ad  Pop-Up Ad  Pop-Under Ad  Cost per Mil (CPM)  Cost per Click (CPC)  Cost per Action (CPA)  Web Server  eMarketing  Analytics  Lead-based  Affiliate  Pay-Per-Click (PPP)  Inclusion  Niche  Geo-Marketing</p>	<p><b><u>Teacher Resources:</u></b>  Entrepreneurship  Ideas in Action 4e,  Greene, Cynthia L.,  2009</p> <p><b><u>Student Resources:</u></b></p>



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	<p><b>(4)</b> Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p><b>*AME/A/1.3HSS/WH/G10/</b>  <b>(10.3.5)</b> Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p><b>*AME/A/1.3HSS/AD/G12/</b>  <b>(12.2.5)</b> Understand the process by which competition among buyers and sellers determines a market price.</p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p> <p><b>*AME/2.4LS/LSSA/G11-12/</b>  <b>(1.1)</b> Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).  <b>(1.3)</b> Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).  <b>(1.14)</b> Analyze the techniques used in media messages for a particular</p>			
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	<p>audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").</p> <p><b>*AME/C/2.4LS/LSSA/G11-12/ (2.4)</b> Deliver multimedia presentations:</p> <p><b>a.</b> Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</p> <p><b>b.</b> Select an appropriate medium for each element of the presentation.</p> <p><b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p><b>d.</b> Test the audience's response and revise the presentation accordingly.</p>		
<p><b>Suggestions/Assessments:</b></p> <p><u>Radio Promotion</u>          Non-Commercial Radio, Deciding which Stations to Promote To, Radio Stations in the US, Setting Up Radio Interviews, How To Decide Whether a Radio Campaign Is Successful, Radio Cost Sheet, Marketing Plan – Radio Promotion (Entrepreneurship Ideas in Action 4e, Chapter Six, various websites)</p> <p><u>Effective Advertising</u>          Logos</p> <p><u>Entrepreneurial Skills</u>          Presentations, Telephone Conversations, Business Letters, Email Etiquette, Marketing and the Web (Entrepreneurship Ideas in Action 4e, Chapter Seven)</p> <p><u>Market Research – Target Market</u>          Competition, Customer Loyalty, Public Relations, Self Promotion (Entrepreneurship Ideas in Action 4e, Chapter Four)</p> <p><u>Image Branding and Packaging</u>          Object, Image Consistency, Effective Packaging</p> <p><u>Sales and Distribution</u>          eCommerce, Retail and Radio, Pricing Strategies and Techniques (Entrepreneurship Ideas in Action 4e, Chapter Five)</p> <p><u>Publicity</u>          How to write a Press Release</p> <p><u>Promotional Planning</u>          Advertising (Entrepreneurship Ideas in Action 4e, Chapter Six)</p> <p><u>eMarketing</u>          Website Design and Marketing (Entrepreneurship Ideas in Action 4e, Chapter Six)</p>			

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### Assessment

Students create a successful marketing plan. The best plan or the best combination of plans is used by the class for ROPOLY Records, the student run record label which gives the students hands-on job training.

Other assessments derived from: Entrepreneurship - Ideas In Action, 4th Ed. Workbook.pdf

### **Comments:**

- The work/document portfolio is done as a class website (ropoly.com).

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Semester 1 and 2 - Unit 5 – Business Management (20 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>4A</b> - Establishes vision, goals, and objectives.</p> <p><b>4B</b> - Explains various managerial responsibilities.</p> <p><b>4C</b> - Demonstrates problem solving and decision-making.</p> <p><b>4D</b> - Works as an effective team member.</p> <p><b>4E</b> - Explains the importance of leadership within an organization.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b>*AME/RF/</b>  <b>7.1</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>7.2</b> Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.  <b>7.3</b> Understand the need to adapt to varied roles and responsibilities.  <b>7.4</b> Understand that individual actions can affect the larger community.  <b>7.5</b> Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.  <b>7.6</b> Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business relationships (e.g., employer-client).  <b>7.7</b> Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.  <b>*AME/TKS/</b></p>	<p><b>A</b> - Managerial responsibilities  <b>B</b> - Problem solving and decision making  <b>C</b> - Team work  <b>D</b> - Leadership within an organization</p>	<p>Commitment  Competency  Communication  Cooperation  Creativity  Team  Teamwork  Entrepreneur  Discovery  Invention  Competitors  Cost Structure  Profit  Distribution  Manager  Strategic Planning  Intermediate Planning  Short-term Planning  Allocation  Resources  Staff  Implement  Autocratic  Democratic  Participatory</p>	<p><b><u>Teacher Resources:</u></b>  Entrepreneurship  Ideas in Action 4e,  Greene, Cynthia L.,  2009</p> <p><b><u>Student Resources:</u></b></p>

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	<p><b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b>Core Academic:</b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.  <b>*AME/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.  <b>9.3</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.  <b>9.6</b> Understand the fluid and diverse organizational structures in the field.  <b>9.7</b> Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.</p>			
<p><b>Suggestions/Assessments:</b>  <u>Starting A Business</u>          Smart Goals, Teamwork, Self-Assessment, Idea versus Opportunity  <u>Owning A Business</u>          Your Idea and The Market, Market Research and Analysis, Common Business Types, Non-Profits, Fictitious Names (DBA)  <u>Managerial Responsibilities</u>          Leadership Within An Organization, Managing Your Staff, Employer Obligations (Entrepreneurship Ideas in Action 4e, Chapter Ten and Eleven);          Inventory Management, Product Pricing.  <u>Business Locations</u>          Choosing A Location, Location based on type of service: Service, Industrial, Home-based.</p>				

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<u>Assessments</u> Real world business scenarios and exercises derived from Entrepreneurship - Ideas In Action, 4th Ed. Workbook.pdf				
<b>Comments:</b> <ul style="list-style-type: none"> <li>• Five (5) hours taught during second semester.</li> </ul>				
<b>Semester 2 - Unit 6 – Managing Human Resources (10 hours)</b>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>5A</b> - Plans personnel needs.</p> <p><b>5B</b> - Identifies sources of personnel.</p> <p><b>5C</b> - Develops and designs hiring and training procedures.</p> <p><b>5D</b> - Writes job descriptions for positions.</p> <p><b>5E</b> - Describes the obligations employers have to employees.</p> <p><b>5F</b> - Describes the basics of volunteer recruitment, orientation and training, management, recognition and retention.</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/LT/</b></p> <p><b>9.3</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p><b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p> <p><b>*AME/TKS/</b></p> <p><b>10.6</b> Know the appropriate skills and vocabulary of the art form.</p> <p><b>*AME/PMAP/</b></p> <p><b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.</p> <p><b><u>Core Academic:</u></b></p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b></p> <p><b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><b>(3.3)</b> Reflect appropriate manuscript</p>	<p>A - Personnel needs</p> <p>B - Sources of personnel</p> <p>C - Hiring and training procedures</p> <p>D - Job descriptions</p> <p>E - Employer obligations</p> <p>F - Volunteer recruitment, orientation and training, management, recognition and retention</p>	<p>Recruit</p> <p>Freelance</p> <p>Intern</p> <p>4-Step Hiring Process</p>	<p><b><u>Teacher Resources:</u></b></p> <p>Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

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	<p>requirements in writing.</p> <p><b>*AME/C/2.4/LS/SA/G9-10/</b>  <b>(2.3)</b> Apply appropriate interviewing techniques:</p> <ul style="list-style-type: none"> <li>a. Prepare and ask relevant questions.</li> <li>b. Make notes of responses.</li> <li>c. Use language that conveys maturity, sensitivity, and respect.</li> <li>d. Respond correctly and effectively to questions.</li> <li>e. Demonstrate knowledge of the subject or organization.</li> </ul> <p><b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(2.6)</b> Deliver multimedia presentations:</p> <ul style="list-style-type: none"> <li>a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</li> <li>b. Select an appropriate medium for each element of the presentation.</li> <li>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</li> <li>d. Test the audience's response and revise the presentation accordingly.</li> </ul>		
<p><b>Suggestions/Assessments:</b>  <u>Personnel Needs</u>            Staffing, Hiring Alternatives, The Hiring Process (Entrepreneurship Ideas in Action 4e, Chapter Ten)            Assessments derived from Entrepreneurship - Ideas In Action, 4th Ed. Workbook.pdf</p> <p><b>Comments:</b></p>			

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<u>Semester 2 - Unit 7 – Financing the Business/Arts Organization (32 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>7A</b> - Determines financial needs.</p> <p><b>7B</b> - Identifies major sources of funding.</p> <p><b>7C</b> - Identifies appropriate business financing.</p> <p><b>7D</b> - Researches appropriate government funding.</p> <p><b>7E</b> - Acquires private funding.</p> <p><b>7F</b> - Plans strategy and assessment for fundraising campaigns.</p> <p><b>7G</b> - Describes the importance of endowments to the arts.</p> <p><b>7H</b> - Interprets a Request for Proposal (RFP).</p> <p><b>7J</b> - Analyzes the cash flow of a business/arts organization.</p> <p><b>7K</b> - Identifies personal financial plan for an independent contractor.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b>5.5</b> Understand the application of research and analysis skills to the creation of content.  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>A</b> - Financial needs  <b>B</b> - Sources of funding  <b>1</b> - Business Financing  <b>2</b> - Government Funding  <b>3</b> - Private Funding  <b>4</b> - Cash flow of a business/arts organization  <b>C</b> - Fundraising campaigns  <b>D</b> - Endowments to the arts  <b>E</b> - Request for Proposal (RFP)  <b>F</b> - Grant writing  <b>G</b> - Personal financial plan for an independent contractor</p>	<p>eCommerce  Marketing  Bidding  Investor  Cash Flow Statement  Income Statement  Balance Sheet  Start-up Costs  Licensing  Debt-To-Equity Ratio  Financing  Debt Financing  Secured  Unsecured  Collateral  Line of Credit  Long-term Loan  Accounts Receivable  Financing  Inventory Financing  Equity Financing  Capital  Venture Capitalists  Forecast  Disbursements  Gross  Net  Revenue  Asset  Liability</p>	<p><b><u>Teacher Resources:</u></b>  Entrepreneurship  Ideas in Action 4e,  Greene, Cynthia L.,  2009</p> <p><b><u>Student Resources:</u></b></p>



## CTE/ROP Arts Management

### **Suggestions/Assessments:**

#### Financial Needs

Options for Financing A Business, Pro Forma Financial Statements, Record Keeping (Entrepreneurship Ideas in Action 4e, Chapter Three)

#### Finance Unit

Assessing financial needs, investors vs. self-investing, business financial documents (Pro Forma Statements), assessing start-up costs, personal financial statements, net worth, equity, ledger sheets, types of financing: debt financing, commercial bank loans, lines of credit, secured versus unsecured loans, debt-to-equity ratio, record keeping for business: payroll and taxes records

(Entrepreneurship Ideas in Action, Chapter 9)

#### Assessments

Real world scenario exercises, Bank Reconciliation worksheet

Assessments derived from Entrepreneurship - Ideas In Action, 4th Ed. Workbook.pdf

### **Comments:**

- Students had difficulty with accounting concepts.

## CTE/ROP Arts Management

<u>Semester 2 - Unit 8 – Developing the Business Plan (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>8A</b> - Identifies components of a business plan.</p> <p><b>8B</b> - Identifies sources of information and technical assistance.</p> <p><b>8C</b> - Develops a business plan.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.  <b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(2.6)</b> Deliver multimedia presentations:  <b>a.</b> Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).  <b>b.</b> Select an appropriate medium for each element of the presentation.  <b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.  <b>d.</b> Test the audience’s response and revise the presentation accordingly.</p>	<p><b>A</b> - Components of a business plan  <b>B</b> - Information and technical assistance  <b>C</b> - Business plan</p>		<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Arts Management

**Suggestions/Assessments:**Handout

"Creating a Successful Marketing Plan (for the Artist), Julie Desjarlais 12/7/2006 (internet download)

**Comments:**

## CTE/ROP Arts Management

<u>Semester 2 - Unit 9 – Event Planning and Management (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>9A</b> - Sets/monitors realistic goals, timelines and pacing.</p> <p><b>9B</b> - Obtains maximum public relations, media access plans.</p> <p><b>9C</b> - Budgets, monitors expenses, revenues, and overheads.</p> <p><b>9D</b> - Understands volunteer development, select and work with committees, create roles and tasks.</p> <p><b>9E</b> - Develops pricing and strategies for selling event tickets.</p> <p><b>9F</b> - Develops associated events to enhance revenues.</p> <p><b>9G</b> - Measures results compared to goals and lessons learned.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C2.1</b> Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.  <b>C2.2</b> Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.  <b>C2.5</b> Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b>C3.2</b> Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.1M/NS/G7/</b>  <b>(1.7)</b> Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.  <b>*AME/A/1.3HSS/AD/G12/</b>  <b>(12.2.5)</b> Understand the process by which competition among buyers and sellers determines a market price.</p>	<p><b>A</b> - Goals, timelines and pacing  <b>B</b> - Public relations, media access plans  <b>C</b> - Expenses, revenues, and overhead  <b>D</b> - Volunteer development, Committees, roles and tasks  <b>E</b> - Pricing Strategies  <b>F</b> - Revenues  <b>G</b> - Results compared to goals and lessons learned</p>		<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Arts Management

	<p><b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p> <p><b>*AME/2.4LS/LSSA/G11-12/</b>  <b>(1.1)</b> Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).  <b>(1.3)</b> Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).</p> <p><b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(2.6)</b> Deliver multimedia presentations:  <b>a.</b> Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).  <b>b.</b> Select an appropriate medium for each element of the presentation.  <b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.  <b>d.</b> Test the audience's response and revise the presentation accordingly.</p>		
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## CTE/ROP Arts Management

**Suggestions/Assessments:****Comments:**

- Taught with Marketing.

## CTE/ROP Arts Management

<u>Semester 2 - Unit 10 – Accounting (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>9A</b> - Identifies essential records needed for day-to-day operation of a business.</p> <p><b>9B</b> - Identifies the reasons for keeping business records.</p> <p><b>9C</b> - Reconciles a bank statement.</p> <p><b>9D</b> - Develops personal budget for an independent contractor.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>A</b> - Essential records for operation of a business  <b>B</b> - Business records  <b>C</b> - Bank statement  <b>D</b> - Personal budget for an independent contractor</p>	<p>Pro Forma Financial Statements  Debt  Capital  Revenue  Secured Loan  Gross Profit  Net Profit  Asset  Liability  Balance  Equity  Accounts Receivable  Accounts Payable  Inventory  Deferred Revenue  Transaction  Journal  Ledger  Ledger Sheet  Account  Transaction  Income Tax  Sales Tax  Account  Reconciliation</p>	<p><b><u>Teacher Resources:</u></b>  Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>
<p><b><u>Suggestions/Assessments:</u></b>  <u>Accounting Unit</u></p> <ul style="list-style-type: none"> <li>• Students are introduced to the basics of accounting: Assets, Liabilities, Financial Statements, Accounts Payable / Receivable, Inventory, Revenue, Deferred Revenue, Fund Additions / Deductions, Ledgers, Journals, Posting</li> <li>• Accounting Equation Worksheet – Questions include defining and identifying the accounting equation, fund balance, assets and liabilities.</li> <li>• Intro to Accounting Review Questions</li> <li>• Accounting – Finance Unit Review</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Arts Management

<u>Semester 2 - Unit 11 – Protecting the Business (1 hour)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>10A</b> - Lists the most common types of business crime.</p> <p><b>10B</b> - Lists other types of risk faced by entrepreneurs.</p> <p><b>10C</b> - Explains strategies for limiting risk.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TC/</b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>A</b> - Business crime  <b>B</b> - Risk faced by entrepreneurs  <b>C</b> - Limiting risk</p>		<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b></p>   <p><b>Comments:</b></p>				



## CTE/ROP Arts Management

<u>Semester 2 - Unit 12 – Ethics and Social Responsibility (1 hour)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>11A</b> - Defines ethics, business ethics and code of ethics.</p> <p><b>11B</b> - Explains the importance of ethical standards and social responsibilities in the business environment.</p> <p><b>11C</b> - Demonstrates an understanding of ethical behavior by identifying appropriate responses to ethical dilemmas.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/ELR/</b>  <b>8.1</b> Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.  <b>8.4</b> Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.  <b>8.6</b> Understand liability and compliance issues relevant to the arts, media, and entertainment industries.  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>A</b> - Business ethics and code of ethics  <b>B</b> - Ethical standards and social responsibilities in the business environment  <b>C</b> - Ethical behavior</p>		<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Arts Management

**Suggestions/Assessments:**

**Comments:**

## CTE/ROP Arts Management

<u>Semester 2 - Unit 13 – Managing the Creative Process (1 hour)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>12A</b> - Engages in product/process design projects.</p> <p><b>12B</b> - Identifies suppliers.</p> <p><b>12C</b> - Identifies sources to acquire raw materials.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/TC/</b>  <b>4.6</b> Know how technology and the arts are interrelated in the development of presentations and productions.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>A</b> - Product/process design  <b>B</b> - Suppliers  <b>C</b> - Raw materials</p>		<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b></p> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• Taught with Legal.</li> </ul>				

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<u>Semester 1/2 - Unit 14 – All Aspects of the Industry (2 hours) (Taught Throughout)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>16A</b> - Identifies key elements of industry planning.</p> <p><b>16B</b> - Identifies key elements of management.</p> <p><b>16C</b> - Understands industry finance.</p> <p><b>16D</b> - Understands the underlying principles of technology.</p> <p><b>16E</b> - Identifies the labor and regulatory issues.</p> <p><b>16F</b> - Understands the community, health, safety and environmental issues.</p> <p><b>16G</b> - Allocates resources (i.e., time, money, materials, space and staff).</p> <p><b>16H</b> - Works on teams, teaches others, serves customers, leads, negotiates and works well with people from culturally diverse backgrounds.</p> <p><b>16I</b> - Acquires and evaluate data, organizes and maintains files, interprets and communicates information as well as use computer to process information.</p> <p><b>16J</b> - Understands social, organizational, and technical systems, monitor correct performance and improve systems.</p> <p><b>16K</b> - Selects equipment and tools, applies technology to</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.8</b> Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.  <b>*AME/TC/</b>  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>4.5</b> Know the key technological skills appropriate for occupations in the arts industry.  <b>4.6</b> Know how technology and the arts are interrelated in the development of presentations and productions.  <b>*AME/TKS/</b>  <b>10.1</b> Know universal cultural concepts and identify cultural differences.  <b>10.10</b> Use technical applications in the creative process, where appropriate.  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment</p>	<p><b>A</b> - Elements of industry planning  <b>B</b> - Elements of management.  <b>C</b> - Industry finance.  <b>D</b> - Principles of technology.  <b>E</b> - Labor and regulatory issues.  <b>F</b> - Community, health, safety and environmental issues.  <b>G</b> - Resources allocation  <b>H</b> - Team work  <b>I</b> - Data evaluation  <b>J</b> - Social, organizational, and technical systems  <b>K</b> - Equipment and tools  <b>L</b> - Safety procedures and practices.  <b>M</b> - Ethics and confidentiality.</p>		<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

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specific tasks and maintains and troubleshoot equipment. <b>13L</b> - Follows safety procedures and practices. <b>13M</b> - Demonstrates understanding of ethics and confidentiality.	industry. <b>Core Academic:</b> <b>*AME/A/1.1M/PRS/G8-12/</b> Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots. <b>*AME/C/2.3WO/ELC/G11-12/</b> <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization. <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.			
<b>Suggestions/Assessments:</b>				
<b>Comments:</b>				

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Semester 1/2 - Unit 15 – Job Acquisitions Skills (3 hours) (Taught Throughout)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>A</b> - Completes an appropriate resume and job application.</p> <p><b>B</b> - Acquires job interview techniques.</p> <p><b>C</b> - Attains awareness of advanced career and educational opportunities.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/TKS/</b>  <b>10.6</b> Know the appropriate skills and vocabulary of the art form.  <b>*AME/PMAP/</b>  <b>C3.1</b> Know the business aspects of the arts, media, and entertainment industry.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(3.3)</b> Reflect appropriate manuscript requirements in writing.  <b>*AME/C/2.2W/WA/G8/</b>  <b>(2.5)</b> Write documents related to career development, including simple business letters and job applications:  <b>a.</b> Present information purposefully and succinctly and meet the needs of the intended audience.  <b>b.</b> Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).  <b>*AME/C/2.2W/WSA/G11-12</b>  <b>(2.5)</b> Write job applications and résumés:  <b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.  <b>b.</b> Use varied levels, patterns, and types of language to achieve intended</p>	<p><b>A</b> - Resume and job application</p> <p><b>B</b> - Job interview techniques</p> <p><b>C</b> - Advanced careers and educational opportunities</p> <p><b>D</b> - Cover letter</p>	<p>Career</p> <p>Characteristics</p> <p>Follow-through</p> <p>Interview skills</p> <p>Job Description</p> <p>Job Interview</p> <p>Organization</p> <p>Objective</p> <p>Planning</p> <p>Position</p> <p>Portfolio</p> <p>Reference</p> <p>Referred</p> <p>Resume</p> <p>Salary</p> <p>Skills</p> <p>Strengths</p>	<p><b><u>Teacher Resources:</u></b>            Entrepreneurship Ideas in Action 4e, Greene, Cynthia L., 2009</p> <p><b><u>Student Resources:</u></b></p>

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	<p>effects and aid comprehension.</p> <p><b>c.</b> Modify the tone to fit the purpose and audience.</p> <p><b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p> <p><b>*AME/C/2.2W/WSA/G11-12/</b></p> <p><b>(2.6)</b> Deliver multimedia presentations:</p> <p><b>a.</b> Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p><b>b.</b> Select an appropriate medium for each element of the presentation.</p> <p><b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p><b>d.</b> Test the audience's response and revise the presentation accordingly.</p>			
<p><b>Suggestions/Assessments:</b></p>   <p><b>Comments:</b></p>				