

GOODHEART-WILLCOX PUBLISHER QUESTIONNAIRE

Course: Entrepreneurship (8812100)

Title: *Entrepreneurship*, Edition: 1st

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Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Brenda Clark has taught marketing for over 28 years for the Jenison, Michigan Public Schools. She currently serves as CTE Director, marketing instructor, SBE advisor, and DECA Advisor. Jenison DECA members consistently receive state and national recognition. In Michigan, she has worked with marketing, business, and hospitality instructors on curriculum development. She was a national trainer for the MBA Research Model Program for five years and has consulted with many states on marketing education. She has taught at the community college level, and currently teaches at the university level. She serves as a consultant for MBA Research working with teachers and administrators across the country. Her program, the Jenison School Based Enterprise, Cat's Corner, was named Business of the Year by the Jenison Chamber of Commerce and currently holds gold certification for DECA School Based Enterprises. Brenda earned her bachelor degree in marketing education, a master degree in educational leadership, and an EdD in educational leadership with a concentration in career and technical education from Western Michigan University.

Judy Commers has been a marketing teacher-coordinator and DECA advisor for Indiana Public Schools for over 31 years. For over 14 years, she has supervised a DECA School Based Enterprise. She also teaches business and marketing at the community college level and is an instructor for the Indiana Marketing Academy, which instructors attend for college credit. She received her bachelor degree in business and distributive education and an MAE in vocational business and distributive education from Ball State University.

Students: Describe the type(s) of students for which this submission is intended.

This submission is intended for Florida high school business students seeking a course that covers instruction of the basic principles of entrepreneurship including the role of the

entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Entrepreneurship offers an engaging, practical, scientifically sound, skills-based approach that introduces business ownership principles and concepts to high school students. Up-to-date, evidence-based, comprehensive information is presented in a manner that addresses the complexity of entrepreneurship education and helps instructors develop educational plans that fully meet students' needs. Through engaging writing, scientifically sound content, and appealing features, *Entrepreneurship* presents the study of business ownership as dynamic and relevant to students' lives and prepares students for careers. Thorough coverage of the Florida Department of Education's standards for entrepreneurship is reinforced throughout the book with reading strategies, key concept features, and a variety of methods for assessing students' performance. Students learn basic principles and concepts about business ownership that help them become a more valuable employee, a better citizen, and a knowledgeable consumer. English/Language Arts standards for reading, writing, speaking, and listening are incorporated in Reading Prep activities, as well as in end-of-chapter applications, to reinforce communication skills. One of the major goals of this text is to provide direction to create a business plan. To help accomplish this, each chapter has a project-based activity to assist in the writing of a customized business plan, as well as a business plan template on the G-W Learning companion website. The step-by-step narrative leads students through selecting an idea for a business, social and ethical responsibilities, start-up options for the new business, operating the business, and exiting the business. Separate chapters on funding the business and financial management of the business add clarity to the two separate accounting functions. Extensive use of instructor's resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience by teaching students to access information, improve decision-making

skills, and set goals. Classroom-tested activities engage students as they study key concepts. *Entrepreneurship* provides the foundation for lifelong learning and enables students to make informed judgments and decisions.

Major Tool - Student Components Describe each of the components, including a format description.

1. *Entrepreneurship* student textbook (printed, hard cover, full-color textbook with 560 pages)
2. G-W Learning companion website for *Entrepreneurship* is an online study reference that contains activity files, vocabulary exercises, interactive quizzes, and more.
3. Online Student Center for *Entrepreneurship* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. The online student text and workbook, along with rich supplemental content, bring digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.
4. *Entrepreneurship* Bundle combines a printed text and an Online Student Textbook. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Program planning guides are provided for *Entrepreneurship* to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

North Carolina

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable