



# Section 12: SCANS, Standards and Benchmarks

This section of the **Marketplace for Kids Learning Guide** will introduce SCANS and three unique, but related sets of Standards and Benchmarks. **Marketplace of Ideas/Marketplace for Kids, Inc.** is active on the state level with the local schools, but it is also active in the Consortium for Entrepreneurship Education. By providing these resources together, the opportunity is presented to see how entrepreneurship relates to our state’s Standards and Benchmarks as well as the Standards and Benchmarks on a national level.

The complete Standards and Benchmarks, provided in a separate guide, will help you introduce Entrepreneurial Education into your classroom while using the **Marketplace for Kids Learning Guide**. The sources are **The National Content Standards for Entrepreneurship Education**, the **North Dakota Standards and Benchmarks**, and the **National Education Standards**.

Provided below is a brief listing of what is provided in more detail in the separate **How Marketplace for Kids Meets Standards and Benchmarks Guide**.

<u>North Dakota Standards and Benchmarks</u>	<u>National Standards and Benchmarks</u>
<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts</li> <li>• Dance</li> <li>• Music</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> <li>• Technology</li> <li>• Visual Arts</li> <li>• Dance</li> <li>• Music</li> <li>• Theatre</li> </ul>

## National Content Standards for Entrepreneurship Education

<b>Entrepreneurial Skills</b>	<b>The Processes and Traits/Behaviors associated with Entrepreneurial Success.</b>
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<b>A</b>	<b>Entrepreneurial Processes</b>	<b>Understands concepts and processes associated with successful entrepreneurial performance.</b>
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- Discovery
- Concept Development
- Resourcing
- Actualization
- Harvesting

<b>B</b>	<b>Entrepreneurial Traits/Behaviors</b>	<b>Understands the personal traits/behaviors associated with successful entrepreneurial performance.</b>
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- Leadership
- Personal Assessment
- Personal Management

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<b>Ready Skills</b>	<b>The basic business knowledge and skills that are pre requisites or co-requisites for becoming a successful entrepreneur.</b>
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<b>C</b>	<b>Business Foundations</b>	<b>Understands fundamental business concepts that affect business decision making.</b>
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Business Concepts  
Business Activities

<b>D</b>	<b>Communication and Interpersonal Skills</b>	<b>Understands concepts, strategies, and systems needed to interact effectively with others.</b>
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Fundamental of Communication  
Staff Communications  
Ethics in Communications  
Group Working Relationship  
Dealing with Conflict

<b>E</b>	<b>Digital Skills</b>	<b>Understands concepts and procedures needed for basic computer operations.</b>
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Computer Basics  
Computer Applications

<b>F</b>	<b>Economics</b>	<b>Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership.</b>
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Basic Concepts  
Cost-Profit Relationships  
Economic Indicators/Trends  
Economic Systems  
International Concepts

<b>G</b>	<b>Financial Literacy</b>	<b>Understands personal money-management concepts, procedures, and strategies.</b>
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Money Basics  
Financial Services  
Personal Money Management

<b>H</b>	<b>Professional Development</b>	<b>Understands concepts and strategies needed for career exploration, development, and growth.</b>
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Career Planning  
Job-Seeking Skills

Section 12: SCANS, Standards and Benchmarks, Continued...

<b>Business Functions</b>	<b>The business activities performed by entrepreneurs in managing the business.</b>
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<b>I</b>	<b>Financial Management</b>	<b>Understands the financial concepts and tools used in making business decisions.</b>
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Accounting  
Finance  
Money Management

<b>J</b>	<b>Human Resource Management</b>	<b>Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff.</b>
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Staffing  
Training/Development  
Morale/Motivation  
Assessment

<b>K</b>	<b>Information Management</b>	<b>Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making.</b>
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Record Keeping  
Technology  
Information Acquisition

<b>L</b>	<b>Marketing Management</b>	<b>Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas.</b>
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Product/Service Creation  
Marketing Information Management  
Promotion  
Pricing  
Selling

<b>M</b>	<b>Operations Management</b>	<b>Understands the processes and systems implemented to facilitate daily business operations.</b>
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Business Systems  
Channel Management  
Purchasing/Procurement  
Daily Operations

## Section 12: SCANS, Standards and Benchmarks, Continued...

<b>N</b>	<b>Risk Management</b>	Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss.
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Business Risks  
Legal Considerations

<b>O</b>	<b>Strategic Management</b>	Understands the processes, strategies, and systems needed to guide the overall business organization.
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Planning  
Controlling

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This section also includes **SCANS**, or, **The Secretary's Commission on Achieving Necessary Skills**, a blueprint that explains how education is directly linked to the workplace. Reports from the SCANS Commission have clearly indicated that the worker of the future will need to have certain personal qualities and interpersonal skills in order to effectively apply the knowledge gained through education to their daily career activities.

Career education has never been more important than it is today. Technological change and increased competitiveness of workplaces and economies around the globe have challenged the nation's ability to maintain the world's highest standard of living. The need to keep ahead of technological change and to participate effectively in today's high-performance workplace requires each worker to possess a set of basic competencies and a foundation of skills and personal qualities.

And last, there are multiple activities relating directly to **SCANS** and the **Standards and Benchmarks** in this section of the **Learning Guide**. They can either be used independently or in conjunction with other activities throughout the **Marketplace for Kids Learning Guide**. The three activities that are provided in this guide are laid out in such a manner that they can be used with any or all of the **Standards and Benchmarks** examples provided. They can be used for a short activity or broadened out to be a whole-year activity.

Read further in this section of the **Marketplace for Kids Learning Guide** and the **Guide On How Marketplace for Kids Meets the Standards and Benchmarks** to learn about SCANS and activities for the available Standards and Benchmarks to realize how much is possible in your classroom by introducing Entrepreneurial Education! We look forward to seeing you at a **Marketplace for Kids Education Day!**

# SCANS

**Goal:** Achieve life-long learning skills through participation in building and showcasing a project during a Marketplace for Kids Education Day.

## Basic Skills:

Reading:	Locates, understands, and interprets written information.
Writing:	Communicates thoughts, ideas, and information in writing.
Arithmetic:	Performs basic computations.
Mathematics:	Chooses appropriate mathematical techniques.
Listening:	Receives, interprets, and responds to verbal messages and cues.
Speaking:	Organizes ideas and communicates orally.

## Thinking Skills:

Creative Thinking:	Generates new ideas.
Decision Making:	Specifies goals and constraints, chooses best alternatives.
Problem Solving:	Recognizes problems and devises/implements a solution.
Mental Visualization:	Thinking about what something will be.
Knowing How to Learn:	Uses efficient learning techniques.

## Personal Qualities:

Responsibility:	Exerts a high level of effort and perseveres towards goals.
Self-Esteem:	Believes in oneself and maintains a positive view of self.
Sociability:	Demonstrates to others that you care about them.
Self-Management:	Assesses self accurately, sets goals, exhibits self control.
Integrity/Honesty:	Chooses ethical courses of action.

## Manages Resources:

Manages Time:	Sets relevant, goal-related activities, ranks and allocates time.
Manages Money:	Uses or prepares budgets, keeps detailed records.
Manages Material:	Acquires, stores, and distributes materials, supplies, etc.
Manages Human Resources:	Assesses skills and distributes work.

## Section 12: SCANS, Continued...

### Manages Information:

Acquires Information:	Identifies need for data, obtains, and evaluates.
Organizes Information:	Organizes, processes, and maintains information.
Interprets Information:	Selects, analyzes, and communicates information.
Uses Technology:	To acquire, organize, analyze, and communicate information.

### Interpersonal Skills:

Participates as a Team:	Contributes to a group effort.
Teaches Others:	Helps others learn needed knowledge and skills.
Serves Clients/ Customers:	Works to satisfy client/customer expectations.
Exercises Leadership:	Communicates ideas to justify position and leads others.
Negotiates:	Works toward agreements involving an exchange of resources.
Works with Diversity:	Works well with people from diverse backgrounds.

### Systems:

Understands Systems:	Includes social, organizational, and technological systems.
Monitors Systems:	Distinguishes trends, predicts impact.
Improves Systems:	Makes suggestions to modify existing systems.

### Technology:

Selects Technology:	Judges which technology will produce desired results.
Applies Technology:	Understands procedure for set up and use of machines.
Maintains Technology:	Identifies, prevents, or solves technological problems.

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**(SCANS: The Secretary's Commission on Achieving Necessary Skills – 1991 US Department of Labor adapted from 1994 ADVANCE Educational Spectrums, Inc. – Robin Harris Consulting)**

*Marketplace for Kids offers students a chance to share ideas, enhance personal development, and build friendships with other future leaders.*

*Marketplace for Kids identifies the personality traits and characteristics of successful entrepreneurs and links students to students, and students to community mentors.*

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# Activity #1: Creating a Commercial to Advertise a New or Improved Project

Advertising has already been discussed in earlier sections of the **Marketplace for Kids Learning Guide**, but this section will focus on how the **Standards and Benchmarks** can be used to make students understand not only how a commercial works on the consumer, but also how to format that information to best reach the consumer.

For this activity, the presumption will be that the class as a whole wants to start a school garden for flowers, herbs, or vegetables. This project is in **Section 5: Connect Your Kids to Your Community Through Volunteerism**. What is going to be necessary to start this project? How can it be used to be useful for the school and the community? Look at the list below to see some examples.

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Language Arts	<ul style="list-style-type: none"> <li>The students will need to write proposals to the school for use of some area. They may also need to write to the city for further permission beyond the school. If the school agrees, but needs further permission, often times a nudge from the students at that school can go a long way.</li> <li><b>The Commercial</b> – The students may want to write an informational script for the commercial to advertise for fundraising or maybe just to let interested people know what’s happening at their local schools.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>How much area is the school going to allow to the students? Is there only one grade involved in this project, or are all the grades involved? How much time is each class going to have to be involved? How much money is going to be required to buy the plants? How much space will be given to each type of plant?</li> <li><b>The Commercial</b> – The students may want to work out some statistics on the above information and make this a persuasive part of their commercial. They may also want to check how local Farmer’s Markets are active in their community and use this project as a fundraiser for the school or other community projects.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students will want to explore the many benefits gardens can be to the environment. They will also want to know that by planting gardens, they may be promoting safer food for their community. What other benefits can a local organized garden provide to their community?</li> <li><b>The Commercial</b> – Since Science is such a necessary core subject area in our schools today, the viewers of the commercial will be impressed by the student population’s range of knowledge about their subject. Students can take turns in brief descriptions explaining the different benefits that this garden would provide.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Students can use this time to see how other communities across the world use a variety of gardens for many purposes. An example is the rooftop gardens in Italy or France.</li> <li><b>The Commercial</b> – Students can use researched knowledge about other areas of the world to promote how and why these projects should be used in their own community.</li> </ul>



## Activity #1: Creating a Commercial to Advertise a New or Improved Project, Continued...

Visual Arts	<ul style="list-style-type: none"> <li>• Visual art is a large part of what sells a product or idea. It is important for students to know how they can affect others and how they are affected by different media.</li> <li>• <b>The Commercial</b> – Students may want to make bulletin boards, fliers, and video to express themselves on this project. By using color and images, the students will draw attention to their interest in this project, making viewers also want to be involved.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Dance isn't necessarily just about people having fun or exercising. Dance is also the study of movement. How will people move around in this new area at the school? How will it affect the environment around it?</li> <li>• <b>The Commercial</b> – Students may want to act in their own video for a commercial to advertise this new venture. They may want to explore dancing as a method to mimic trees or plants thriving in the community.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Music has inspired people for as long as we have existed. A catchy tune or lyric can make a thought stick in our heads, catching us by surprise years later when we start to hum it!</li> <li>• <b>The Commercial</b> – Students may want to make up a song or find an existing song that would promote their idea.</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• Students should take the time to see how drama has had an effect on advertising over the years. By putting a viewer into certain situations, they come to understand the situation being presented to them and they can be tempted to become more involved.</li> <li>• <b>The Commercial</b> – Students may want to write a skit or situational story about the purpose and need for a community garden, especially highlighting the benefits of the students being the ones tending it.</li> </ul>

### Instructional Goals:

- Students will understand the methods of making commercials to market a product.
- Students will be introduced to the concepts of advertising.
- Students will produce their own commercial to persuade.

### Materials:

- Costume Clothes
- Paper/Cardboard
- Markers/Pencils/Paints
- Music/Musical Implements
- Video Camera

### Possible Questions to Promote Creativity:

1. Why do you like certain commercials? What makes you dislike certain commercials?
2. What things in a commercial make you want to buy a product?
3. Have you ever bought anything just because of a commercial you saw?
4. Did the product do what the commercial said it would?

*This is more likely to work as a year-long project if following the community garden activity. The basics provided above, however, can work for individual or small group projects just as easily.*

## Activity #2: Creating Community Art and Music Displays or Activities

What has inspired creativity and innovation in human beings since the beginning of time? Sight and Sound. These two senses inspire how we think, feel, and ultimately, behave. Many communities around the world, some right here in North Dakota, have found ways to make art and music galleries a part of everyday life for their citizens. Some of these galleries even take place outdoors!

The Visual Arts, Dance, Music and Drama are the newest additions to the pre-existing **Marketplace for Kids Standards and Benchmarks**. This activity will show how these areas can be used to promote education while providing entrepreneurial activities that students and adults can all enjoy within their community.

Language Arts	<ul style="list-style-type: none"> <li>• Students should read about famous art galleries and artistic events from around the world and relate them to art galleries and events that may already be in their own communities. They should learn the purpose of these events and how they are a benefit to the community. They should write down their thoughts about what they learn from this activity.</li> <li>• <b>The Activity:</b> Students can write what they have learned and suggest what they feel would be most beneficial to their school or community.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Students need to know the fundamental costs of materials, maintenance and other requirements of galleries or productions.</li> <li>• <b>The Activity:</b> If the students want to use this project as a fund-raising project, they can explore costs of materials and for what purposes the monies raised would be used.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science plays a large role in art because it is those things in nature that inspire us to create art. Also, students can examine the environmental impact of community, especially projects that are used to beautify or maintain pre-existing sites in their community.</li> <li>• <b>The Activity:</b> Perhaps there is a historic site already in the community that has been neglected. Students could inspect the site and suggest or implement improvements and/or repairs.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• While students are studying areas from around the world, students will learn how galleries and productions impact people on a social level. How do other people treat art and culture in their part of the world? How is it important to them? How does it differ from other societies?</li> <li>• <b>The Activity:</b> The students should discover how art is treated in their community. How important is it? Is there need for more attention in their communities? Are there projects already in progress that they could join or contribute to in some manner?</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>• Students should learn the difference between Visual Arts and media and how different materials, techniques and processes cause different responses.</li> <li>• <b>The Activity:</b> What type of Visual Art will the students want to use for their project? The materials used will vary depending on the location, the purpose, and the access to resources.</li> </ul>

## Activity #2: Creating Community Art and Music Displays or Activities, Continued...

Dance	<ul style="list-style-type: none"> <li>• Students will learn how dance is a form of art. They will learn how dance inspires people to become interested and create other forms of art and research how other cultures use dancing in their culture.</li> <li>• <b>The Activity:</b> Students may want to have pictures of dances or examples of dress as part of their art gallery. Maybe they will have a gallery of different styles of clothing used for dances or particular objects used during ritual dancing as part of an exhibit. Their activity could be a live performance of a style of dance.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Students will learn that music is both an art in itself and that it inspires other types of work.</li> <li>• <b>The Activity:</b> Students may want to explore how different types of music inspires them to make different visual arts. For instance, does classical music create different images in their mind than country music? Perhaps they are working on a theme. They could pick a style of music and their visual artwork could be based on that theme. This could be related back to math, due to the dance steps and study of musical notes.</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• Students will learn that drama is an activity enjoyed by many cultures. They should learn how dramatic theatre was active in the Greek and Roman periods and how it is connected to what they may see on television.</li> <li>• <b>The Activity:</b> Students may want to explore the possibilities of doing their own theatre groups throughout the year. Many young people have been exploring this as an entrepreneurial activity by providing educational programs at local schools.</li> </ul>

There are many options based on the information above.  
Listed below are just a few activities you may want to consider:

- Refurbish Older Buildings by Painting Murals
- Raise Interest in “Art in The Park” Events
- Inspire Community Interest in Theatre
- Develop an Ongoing Art Gallery Based on Themes
- Start a Dancing Society in their Neighborhood
- Become Active in Community Theatre
- Join a Community Orchestra or Band



## Activity #3: Creating a Book and Audio CD

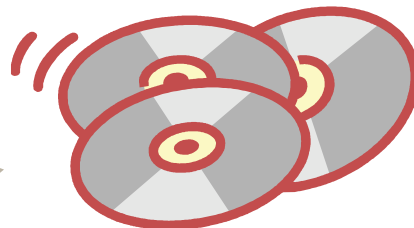
Many classrooms have started using student-created books together to inspire their students to write and read more often. This activity will combine this idea with the technological enhancement of creating a CD to keep a recording of their finished product. This project can ultimately be used to raise funds for the school or other community projects.

This activity can either be done as a whole class activity, or with small groups, each creating a book and CD. The primary focus will be for students to create a book and a recorded CD of the students reading a section of the book. Below are some ideas of how the **Standards and Benchmarks** can be used for this project.

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Language Arts	<ul style="list-style-type: none"><li>• Reading the <b>Standards and Benchmarks</b> will provide the basis for what you can expect from your students on this project. They will need to have guidelines for the finished book and CD.</li><li>• Students will need to know the fundamental parts of a story. They will need to explore different genre, plots, characters, settings, etc. to make their stories enjoyable.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Basic skills will be necessary to understand supply requirements, in order to figure out how many books/CDs to produce. If the students are raising money for another project, they will need to figure out how to best price their final product.</li></ul>
Science	<ul style="list-style-type: none"><li>• Students may want to explore environmentally-friendly products to create their final project. Recycled paper and products from companies that are working to protect the environment may be the focus here. They may also want to base their book and CD on a subject related to science.</li></ul>
Social Studies	<ul style="list-style-type: none"><li>• The students may want to explore how other cultures utilize stories in their daily lives. They will learn how some cultures passed their stories down through an oral tradition long before they were written down. This will make them see how the CD portion of their activity is relevant.</li></ul>
Visual Arts	<ul style="list-style-type: none"><li>• Visual art inspires our imagination. When combined with the audio, their own artwork will come to life as they read their story and later listen to it. Students will have fun writing their section of the story and later when developing the artwork for it.</li></ul>



### Activity #3: Creating a Book and Audio CD, Continued...

Dance	<ul style="list-style-type: none"><li>• Reading doesn't have to be a sit-down activity. Since the CD portion of the book may have music included, the suggestion that the student follow along with the characters dance movements will add to the enhancement of their story. It can also be used later in the drama section.</li></ul>
Music	<ul style="list-style-type: none"><li>• Music can either be created or adapted from another source for this activity. Students can explore how music can be used to enhance the current story and how it can help the reader better comprehend what they are reading and listening to. Students may also have fun creating activities that take place during the musical sections of the story.</li></ul>
Drama	<ul style="list-style-type: none"><li>• Students may also want to explore turning their story into a dramatic theatre activity. They will learn how to adapt a story with description into a theatrical activity where they have to act out their parts. This may include learning the dances or other action that takes place within the story.</li></ul>

#### Instructional Goals:

- Students will understand the parts of the story and compare different genre.
- Students will understand rules of spelling and word use.
- Students will be introduced to the historical use of story-telling.

#### Materials:

- Paper
- Markers/Pencils/Paints
- Music/Musical Implements
- Computer/Printer
- CDs for recording their readings.

*This is another project that can take place over the course of the year. If it is broken into sections of writing the story, creating the drawings for the story, and doing the final recording of the story, more time can be spent for better detail of each section. Also, it will allow for the students to have time in between sections for other creative ideas to originate.*

