



### **Preparation**

- Prior Learning—Unit on solving applied problems involving tips, discounts, sales tax, and simple interest and introduction to South Carolina’s Career Clusters
- Handouts/Worksheets—*South Carolina Career Clusters* handout, *You’re an Entrepreneur* worksheet, *Exploring Occupations in Business* worksheet
- Resources/Materials—writing materials, Optional: access to computers and the Internet, library, SCOIS, O\*Net ([www.onetcenter.org](http://www.onetcenter.org)), or other career information system
- Time Required—1- 2 class periods

### **Procedures**

#### **Part One**

- In this activity, students will take on the role of an entrepreneur and use their skills to solve applied problems dealing with discounts and sales tax. They will explore occupations in business related career clusters.
- Review with students the procedures for solving applied problems dealing with discounts and sales tax .
- Ask students what the word “entrepreneur” means to them. How do they feel about being self-employed and owning a small business in the future. What kind of math skills would a business owner need?
- Tell students to imagine they are self-employed and own a small clothing store. Give students a copy of the *You’re an Entrepreneur* worksheet and briefly discuss it with them.
- Tell students to complete the worksheet and solve the problems. Review the correct answers to the problems.

#### **Part Two — Career Development Connections**

- Give students a copy of the *South Carolina’s Career Clusters* handout. Begin by reviewing the concept of career clusters.
- Have students brainstorm a list of occupations in South Carolina’s Business, Management & Administration and Marketing and Sales & Services Career Clusters. What occupations in those career clusters might need to know how to figure discounts and sales tax?
- Ask students what occupations in those clusters might be of special interest to them.
- Ask students if they know anyone who works in an occupation found in either cluster. If so, discuss what the person does and where he/she works.
- Give students a copy of the *Exploring Occupations in Business* worksheet and review it with them.
- After students have completed the worksheet, have them share some of their ideas with the class.
- Continue the discussion with a focus on self-employment.
- Does anyone know a person who is self-employed? What kind of a business does that person own? What does it take to run a business....what kind of skills and personal qualities would a person need? Brainstorm a list with the class. Ask students what they think about being self-employed...what are some benefits? What are the challenges? Who might like to be an entrepreneur?

- Remind students about the importance of working in an occupation they enjoy and in which they can earn a good living.
- Optional: have students further explore occupations using SCOIS or O\*Net or another career information system. Have students visit the local Career Center and explore the CTE programs there.

### **Crosswalks**

#### **SC Career Guidance Standard/Competency**

Learning to Work Standard 3. Students will explore careers and the connection of school to work.

Competency 3.2. Explain knowledge of career clusters and career resources.

#### **Key Employability Skills**

Thinking Skills—Reasoning

Basic Skills—Mathematics

# ***South Carolina's Career Clusters***

## **Agriculture, Food & Natural Resources**

Processing, production, distribution, financing and development of agricultural commodities and natural resources.

## **Architecture & Construction**

Designing, managing, building and maintaining the built environment.

## **Arts, A/V Technology & Communications**

Creating, exhibiting, performing and publishing multimedia content.

## **Business, Management & Administration**

Organizing, directing, and evaluating functions essential to productive business operations.

## **Education & Training**

Providing education and training services, and related learning support services.

## **Finance**

Financial and investment banking, insurance, and business financial management.

## **Government & Public Administration**

Executing governmental functions at the local, state, and federal levels.

## **Health Science**

Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research and development.

## **Hospitality & Tourism**

Managing restaurants and other food services, lodging, attractions, recreation events, travel-related services.

## **Human Services**

Providing for families and serving human needs.

## **Information & Technology**

Designing, supporting, and managing hardware, software, multimedia, and systems integration.

## **Law, Public Safety & Security**

Providing legal, public safety, protective, and homeland security services.

## **Manufacturing**

Processing materials into intermediate or final products.

## **Marketing, Sales & Services**

Performing marketing activities to reach organizational objectives.

## **Science, Technology, Engineering & Mathematics**

Performing scientific research and professional technical services.

## **Transportation, Distribution, & Logistics**

Managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

# Exploring Occupations in Business

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Complete each of the sections below.

## Part 1 Business, Management & Administration Career Cluster

1. Describe the general characteristics of occupations in this Career Cluster.

2. List 3 occupations from this career cluster that might be of interest to you.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. What high school courses would help you prepare for these occupations?

4. What education/training after high school is required for these occupations?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## Part 2 Marketing and Sales & Services Career Cluster

1. Describe the general characteristics of occupations in this Career Cluster.

2. List 3 occupations from this career cluster that might be of interest to you.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. What high school courses would help you prepare for these occupations?

4. What education/training after high school is required for these occupations?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

# You're an Entrepreneur

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Imagine you own a clothing store and that you are pricing items. Solve each of the problems below.

1. The regular price of a red sweater is \$40. You want to offer a 20% discount for a sale.  
What is the sale price of the sweater? \_\_\_\_\_

2. What is the sales tax rate in South Carolina? \_\_\_\_\_  
A customer wants to buy \$98.50 worth of clothing. How much is  
the sales tax? \_\_\_\_\_

How much is the customer's final purchase? \_\_\_\_\_

3. You are selling sweatshirts for \$29.99 each. You purchased the sweatshirts from the  
wholesaler for 60% of the selling price.

How much did you pay for each sweatshirt? \_\_\_\_\_

How much profit will you make on each sweatshirt selling at \$29.99? \_\_\_\_\_

If you offer a 10% discount on the sweatshirts, how much profit will  
you make on each sweatshirt? \_\_\_\_\_

4. The regular price of a jacket is \$129.95. You put it on sale at 25% off. The jacket is  
still on the rack and you really want to sell it. You decide to offer an additional 20% off  
the sale price.

What is the final selling price for the jacket? \_\_\_\_\_

5. You just received a new shipment of pants. The wholesale price is \$15.00 each. You  
want to sell the pants at a 50% mark up.

What will you charge for a pair of pants? \_\_\_\_\_

What profit will you make on each pair? \_\_\_\_\_