

## Introduction to Business Current Standards

| IB 1 Students will identify skills needed to be successful in the global economic environment. |  |
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| Level 1: Recall  | <p>IB 1.1 Explain the terms economics and economic activity</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explain how limited resources affect business</li> <li>• Explain factors which affect supply and demand</li> <li>• Explain concepts of economic resources</li> <li>• Identify economic indicators to detect economic trends and conditions</li> <li>• Discuss career choices in economics</li> </ul> |
| Level 1: Recall  | <p>IB 1.2 Explain businesses' roles in society</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explain ways in which businesses interact with society</li> <li>• Describe different ways our government intervenes in and/or regulates business</li> <li>• Explain the nature of labor unions</li> </ul>   |
| Level 1: Recall  | <p>IB 1.3 Describe the different types of economic systems</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explain the nature of global trade</li> <li>• Compare and contrast the different types of economic systems</li> <li>• Explain how economic systems answer the basic economic questions</li> </ul>   |

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| Indicator # IB 1 - Students will identify skills needed to be successful in the global economic environment. |   |
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| Level 1: Recall  | <p>IB 1.1 Explain the terms economics and economic activity.</p> <ul style="list-style-type: none"> <li>● Explain how limited resources affect business</li> <li>● Explain factors which affect supply and demand</li> <li>● Explain concepts of economic resources</li> <li>● Identify economic indicators to detect economic trends and conditions</li> <li>● Explain the nature of global trade</li> <li>● Compare and contrast the different types of economic systems</li> <li>● Explain how economic systems answer the basic economic questions</li> </ul> |
| Level 1: Recall  | <p>IB 1.2 Explain businesses' roles in a global society.</p> <ul style="list-style-type: none"> <li>● Explain ways in which businesses interact with society</li> <li>● Describe different ways our government intervenes in and/or regulates business</li> <li>● Explain the nature of labor unions</li> </ul>   |
| Level 1: Recall  | <p>IB 1.3 Discuss career choices in economics.</p>  |

## IB 2 Students will compare the different forms of business organizations and management styles.

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| Level 2: Skill/Concept | <p>IB 2.1 Compare and contrast different forms of business organizations</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Discuss common forms of business ownership</li> <li>• Explain factors that affect the selection of ownership</li> <li>• Explore careers concerning business ownership</li> </ul> |
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## Indicator # IB 2 - Students will compare the different forms of business organizations and management styles

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| Level 2: Skill/Concept | <p>IB 2.1 Compare and contrast different forms of business organizations.</p> <ul style="list-style-type: none"> <li>● Discuss common forms of business ownership</li> <li>● Explain factors that affect the selection of ownership</li> </ul> |
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| Level 3: Strategic Thinking | <p>IB 2.2 Differentiate among different management styles and human resource procedures</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Examine management strategies to improve performance and competitive advantages of an organization</li> <li>• Determine human resources management legal responsibility in maintaining labor relations</li> <li>• Determine proper human resources procedures for managing employees</li> <li>• Examine career options within business organizations</li> </ul> |
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| Level 3: Strategic Thinking | <p>IB 2.2 Differentiate among different management styles and human resource procedures.</p> <ul style="list-style-type: none"> <li>● Examine management strategies to improve performance and competitive advantages of an organization</li> <li>● Determine human resources management legal responsibility in maintaining labor relations</li> <li>● Determine proper human resources procedures for managing employees</li> </ul> |
| Level 2: Skill/Concept      | <p>IB 2.3 Explore professional and ethical leadership styles.</p> <ul style="list-style-type: none"> <li>● Model professional leadership styles</li> <li>● Address ethical dilemmas</li> </ul>  |
| Level 2: Skill/Concept      | <p>IB 2.4 Explore careers in business organizations and through business ownership.</p>   |

### IB 3 Students will apply concepts of marketing, business finances and technology in the operation of a business.

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| Level 2: Skill/Concept | <p>IB 3.1 Demonstrate marketing principles involved in business operations</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Describe factors that influence customer-business relationships</li> <li>• Identify the elements of the marketing mix</li> <li>• Explain the effects of competition in a free enterprise system</li> <li>• Explore careers in marketing and sales fields</li> </ul> |
| Level 1: Recall        | <p>IB 3.2 Describe roles technology plays in business operations</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identify information technologies commonly used in business operations</li> <li>• Discuss how information technology impacts business operations</li> <li>• Discuss technology careers available within business organizations</li> </ul>                                     |

### Indicator # IB 3 - Students will apply concepts of marketing, business finances and technology in the operation of a business.

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| Level 2: Skill/Concept | <p>IB 3.1 Demonstrate marketing principles involved in business operations.</p> <ul style="list-style-type: none"> <li>● Describe factors that influence customer-business relationships</li> <li>● Identify the elements of the marketing mix</li> <li>● Explain the effects of competition in a free enterprise system</li> <li>● Explore careers in marketing and sales fields</li> </ul>  |
| Level 1: Recall        | <p>IB 3.2 Describe roles technology plays in business operations.</p> <ul style="list-style-type: none"> <li>● Identify information technologies commonly used in business operations</li> <li>● Discuss how information technology impacts business operations</li> <li>● Discuss how technologies apply to trends in information systems</li> <li>● Discuss technology careers available within business organizations</li> </ul> |

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| Level 2: Skill/Concept | <p>IB 3.3 Explain the financial process needed to start and operate a business</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Recognize the need for a business plan</li> <li>• Importance of maintaining accurate business records using the Acceptable Accounting Process</li> <li>• Importance of utilizing information available to make sound decisions in operating a business</li> <li>• Explain the importance of the profit motive</li> </ul> |
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| Level 2: Skill/Concept | <p>IB 3.3 Explain the financial process needed to start and operate a business.</p> <ul style="list-style-type: none"> <li>● Recognize the need for a business plan</li> <li>● Recognize the importance of maintaining accurate business records using acceptable accounting processes</li> <li>● Recognize the importance of utilizing information available to make sound decisions in operating a business</li> <li>● Explain the importance of the profit motive</li> <li>● Explore finance careers available within business organizations</li> </ul> |
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### IB 4: Students will evaluate roles individuals play as consumers in the economy and financial management tools needed to be a successful consumer.

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| Level 3: Strategic Thinking | <p>IB 4.1 Demonstrate how important a consumer is in the global economy</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual</li> <li>• Demonstrate responsibility for consequences of economic choices</li> </ul> |
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### Indicator # IB 4 - Students will evaluate: roles individuals play as consumers in the economy, financial management concepts, and careers in financial management.

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| Level 3: Strategic Thinking | <p>IB 4.1 Demonstrate how important a consumer is in the global economy.</p> <ul style="list-style-type: none"> <li>● Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual</li> <li>● Demonstrate responsibility for consequences of economic choices.</li> </ul> |
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| Level 3: Strategic Thinking | <p>IB 4.2 Apply processes involved in consumer financial planning</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identify the difference between needs and wants</li> <li>• Describe the importance of financial goals</li> <li>• Create and analyze the budget process</li> <li>• Examine careers in financial planning</li> </ul> |
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| Level 3: Strategic Thinking | <p>IB 4.2 Apply processes involved in consumer financial planning.</p> <ul style="list-style-type: none"> <li>● Identify the difference between needs and wants</li> <li>● Describe the importance of financial goals</li> <li>● Create and analyze the budget process</li> <li>● Examine careers in financial planning</li> </ul> |
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| Level 2: Skill/Concept | <p>IB 4.3 Examine available banking services and credit options</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Describe different types of financial institutions and their services</li> <li>• Explain various types of consumer credit</li> <li>• Describe positive and negative consequences of using credit</li> <li>• Explore careers pertaining to financial services</li> </ul> |
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| Level 2: Skill/Concept | <p>IB 4.3 Examine available banking services and credit options.</p> <ul style="list-style-type: none"> <li>● Describe different types of financial institutions and their services</li> <li>● Explain various types of consumer credit</li> <li>● Describe positive and negative consequences of using credit</li> <li>● Explore careers pertaining to financial services</li> </ul> |
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| Level 2: Skill/Concept | IB 4.4 Explain savings and investment options to meet short and long term goals<br>Examples: <ul style="list-style-type: none"><li>• Explain the time value of money</li><li>• Explain differences between savings and investing</li><li>• Identify criteria for choosing savings and investment options</li><li>• Examine careers concerning savings and investing</li></ul> |
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| Level 2: Skill/Concept | IB 4.4 Explain savings and investment options to meet short- and long-term goals. <ul style="list-style-type: none"><li>● Explain the time value of money</li><li>● Explain differences between savings and investing</li><li>● Identify criteria for choosing savings and investment options</li><li>● Examine careers concerning savings and investing</li></ul> |
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## Business Management Current Standards

| MGT 1: Students will define management and its role in effective and efficient performance in business. |  |
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| Level 1: Recall   | <p>MGT 1.1 Explain why management is important in business</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Define management and the management process such as planning, organizing, leading, controlling</li> <li>● List what managers do in business</li> <li>● Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in business management</li> </ul>                               |
| Level 1: Recall   | <p>MGT 1.2 Describe characteristics of successful managers</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Identify personal characteristics of an effective manager</li> <li>● Explain how managers are effective as on-task, goal oriented, and efficient</li> <li>● Define ways a manager becomes a leader</li> </ul>   |
| Level 3: Strategic Thinking   | <p>MGT 1.3 Identify challenges that managers face in business and propose what they can do to overcome these challenges</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Determine how a code of ethics applies to decisions made by managers, e.g. hiring practices, employee/employer expectations, professional responsibility</li> <li>● Evaluate ethical considerations involving managers and business relationships</li> </ul> |

## Business Management Proposed Standards

| Indicator # MGT 1 - Students will define management and its role in effective and efficient performance in business and/or organizations. |   |
|---|---|
| Level 1: Recall   | <p>MGT 1.1 Explain why management is important in business and/or organizations.</p> <ul style="list-style-type: none"> <li>● Define management and the management process such as planning, organizing, leading, controlling</li> <li>● List what managers do in business</li> <li>● Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in business management</li> </ul>                               |
| Level 1: Recall   | <p>MGT 1.2 Describe characteristics of successful managers.</p> <ul style="list-style-type: none"> <li>● Identify personal characteristics of an effective manager</li> <li>● Explain how managers are effective as on-task, goal oriented, and efficient</li> <li>● Define ways a manager becomes a leader</li> </ul>  |
| Level 3: Strategic Thinking   | <p>MGT 1.3 Identify challenges that managers face in business and/or organizations and propose what they can do to overcome these challenges.</p> <ul style="list-style-type: none"> <li>● Determine how a code of ethics applies to decisions made by managers, e.g. hiring practices, employee/employer expectations, professional responsibility</li> <li>● Evaluate ethical considerations involving managers and business relationships</li> </ul> |

## MGT 2: Students will determine how functions of management are implemented and why they are important.

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| Level 2: Skill/Concept | <p>MGT 2.1 Clarify the planning function of management</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Explain what planning is and why it is important</li> <li>● Explain the business decision-making process</li> <li>● Explain the role of operations planning and strategic planning</li> <li>● Write short- and long-term strategic goals</li> <li>● Identify planning tools such as budgets, schedules, and policies</li> </ul> |
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## Indicator # MGT 2 - Students will determine how functions of management are implemented and why they are important.

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| Level 2: Skill/Concept | <p>MGT 2.1 Investigate the planning function of management.</p> <ul style="list-style-type: none"> <li>● Explain what planning is and why it is important</li> <li>● Explain the business decision-making process</li> <li>● Explain the role of operations planning and strategic planning</li> <li>● Write short- and long-term strategic goals</li> <li>● Identify planning tools such as budgets, schedules, and policies</li> </ul> |
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### Business Management Current Standards

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| Level 2: Skill/Concept | <p>MGT 2.2 Interpret the organizing function of management</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Identify and provide examples of forms of ownership: sole proprietorship, partnership, corporations, franchises, cooperatives, and S-corporations</li> <li>● Evaluate the advantages and disadvantages of each form of ownership</li> <li>● Identify types of organization structure: line, line and staff, matrix, team, committee, and grapevine; centralized vs. decentralized</li> <li>● Create organization charts</li> </ul> |
| Level 2: Skill/Concept | <p>MGT 2.3 Investigate the directing/leading function of management</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Identify leaders and effective leadership qualities</li> <li>● Compare and contrast leadership styles: autocratic, democratic, laissez faire</li> <li>● Describe techniques managers use to motivate individual employees</li> <li>● Describe professionalism and why participation in professional associations is important</li> </ul>  |
| Level 2: Skill/Concept | <p>MGT 2.4 Summarize the controlling and evaluating functions of management</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Describe the importance of business mission statements, vision statements, goals and objectives</li> <li>● Understand the need to measure performance against established expectations</li> <li>● Determine how to choose standards for internal and external controls</li> </ul>   |

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| Level 2: Skill/Concept | <p>MGT 2.2 Interpret the organizing function of management.</p> <ul style="list-style-type: none"> <li>● Identify and provide examples of forms of ownership: sole proprietorship, partnership, corporations, franchises, cooperatives, and S-corporations</li> <li>● Evaluate the advantages and disadvantages of each form of ownership</li> <li>● Identify types of organization structure: line, line and staff, matrix, team, committee, and grapevine; centralized vs. decentralized</li> <li>● Create organization charts</li> </ul> |
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**MGT 3: Students will evaluate the importance of human resource activities of a manager in the successful operation of a business.**

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| Level 4: Extended Thinking | <p>MGT 3.1 Analyze human resources and management theories in a business organization</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Describe and analyze management theories</li> <li>● Identify methods used in recruiting, hiring, training, and firing of employees</li> <li>● Identify trends in the modern workplace</li> <li>● Report on compensation and benefits</li> </ul> |
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**Indicator # MGT 3 - Students will evaluate the importance of a manager in the successful operation of a business organization.**

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| Level 4: Extended Thinking | <p>MGT 3.1 Analyze human resources and management theories in a business and/or organization.</p> <ul style="list-style-type: none"> <li>● Describe and analyze management theories</li> <li>● Identify methods used in recruiting, hiring, training, and firing of employees</li> <li>● Identify trends in the modern workplace</li> <li>● Report on compensation and benefits</li> </ul> |
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### Business Management Current Standards

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| Level 4: Extended Thinking | <p>MGT 3.2 Propose strategies for bringing together a diverse workforce</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Explain social responsibility</li> <li>• Analyze ways to manage conflict and stress in the workplace</li> <li>• Analyze characteristics of an effective team member</li> </ul>   |
| Level 4: Extended Thinking | <p>MGT 3.3 Evaluate human relations, self-management, technological, organizational, and professional leadership skills in managing a business</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Examine the importance of time management tools and skills</li> <li>• Examine the role of technology in the overall management process</li> <li>• Examine the advantages of networking to achieve personal and professional advancement</li> <li>• Examine strategies to develop liaisons with professional organizations such as internships, volunteer work, and membership in organizations</li> </ul> |

### Business Management Proposed Standards

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| Level 4: Extended Thinking | <p>MGT 3.2 Propose strategies for bringing together a cohesive workforce.</p> <ul style="list-style-type: none"> <li>● Compare and contrast communication within organizations and the workforce</li> <li>● Analyze ways to manage conflict and stress in the workplace</li> <li>● Analyze characteristics of an effective team member</li> </ul>   |
| Level 4: Extended Thinking | <p>MGT 3.3 Evaluate human relations, self-management, technological, organizational, communication and professional leadership skills in managing a business and/or organization.</p> <ul style="list-style-type: none"> <li>● Examine the importance of time management tools and skills</li> <li>● Examine the role of technology in the overall management process</li> <li>● Examine the role of communication in the overall management process</li> <li>● Examine the advantages of networking to achieve personal and professional advancement</li> <li>● Examine strategies to develop liaisons with professional organizations such as internships, volunteer work, and membership in organizations</li> </ul> |

**MGT 4: Students will be able to analyze the impacts of international and government regulations on management decisions.**

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| Level 3: Strategic Thinking | <p>MGT 4.1 Investigate the legal environment of managing a business</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Describe how the workplace has changed as a result of labor legislation</li> <li>• Explain laws pertaining to business practices</li> <li>• Examine the legal aspect of starting a business</li> <li>• Identify and analyze illegal marketing practices</li> </ul> |
| Level 3: Strategic Thinking | <p>MGT 4.2 Investigate the economic and international environment of managing a business</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Distinguish economic terms</li> <li>• Compare ways businesses compete domestically and globally</li> <li>• Compare forces of supply and demand in the economy</li> <li>• Compare various types of competition</li> </ul>                      |

**Indicator # MGT 4 - Students will be able to analyze the impacts of international and government regulations on management decisions.**

|                             |   |
|-----------------------------|---|
| Level 3: Strategic Thinking | <p>MGT 4.1 Investigate the legal environment of managing a business and/or organization</p> <ul style="list-style-type: none"> <li>● Describe how the workplace has changed as a result of labor legislation</li> <li>● Explain laws pertaining to business practices</li> <li>● Examine the legal aspect of starting a business</li> <li>● Identify and analyze illegal marketing practices</li> </ul> |
| Level 3: Strategic Thinking | <p>MGT 4.2 Investigate the economic and international environment of managing a business and/or organization.</p> <ul style="list-style-type: none"> <li>● Distinguish economic terms</li> <li>● Compare ways businesses compete domestically and globally</li> <li>● Compare forces of supply and demand in the economy</li> <li>● Compare various types of competition</li> </ul>                     |

## Business Computer Applications Current Standards

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## Business Computer Applications Proposed Standards

| ACA 2: Students will be able to implement file management using a variety of methods. |   |
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| Level 2:<br>Skill/Concept   | 2.1 Compare and contrast options available in file management. <ul style="list-style-type: none"> <li>● Identify file saving locations and pros and cons of each</li> <li>● Demonstrate saving files in cloud systems</li> <li>● Demonstrate saving files in network systems</li> <li>● Demonstrate saving files on a hard drive</li> </ul> |
| Level 2:<br>Skill/Concept   | 2.2 Utilize collaboration in file management. <ul style="list-style-type: none"> <li>● Identify shared drives and folders</li> <li>● Create and utilize shared folders</li> </ul>   |

| Indicator # BCA 1 - Students will be able to manage an email system using a variety of features. |  |
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| Level 2:<br>Skill/Concept  | BCA 1.1 Identify the role an email system plays in an organization and with information security. <ul style="list-style-type: none"> <li>● Compare and contrast personal and professional email usage</li> <li>● Understand company policy and procedure around the use of technology and email systems</li> </ul>                                   |
| Level 2:<br>Skill/Concept  | BCA 1.2 Create and manage a contact list. <ul style="list-style-type: none"> <li>● Create individual contacts</li> <li>● Create groups</li> <li>● Manage contacts within your organizations</li> </ul>   |
| Level 2:<br>Skill/Concept  | BCA 1.3 Organize and manage folders within the email system. <ul style="list-style-type: none"> <li>● Create individual folders</li> <li>● Organize and manage folders</li> </ul>  |
| Level 2:<br>Skill/Concept  | BCA 1.4 Manage the calendar function within the email system. <ul style="list-style-type: none"> <li>● Schedule meetings with invited participants</li> <li>● Establish a personal schedule within the calendar function</li> <li>● Compare and contrast various aspects of calendar invites e.g. accept, decline, propose new time, etc.</li> </ul> |

| Indicator # BCA 2 - Students will be able to implement file management using a variety of methods. |   |
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| Level 2:<br>Skill/Concept  | 2.1 Compare and contrast options available in file management. <ul style="list-style-type: none"> <li>● Identify file saving locations and pros and cons of each</li> <li>● Demonstrate saving files in cloud systems</li> <li>● Demonstrate saving files in network systems</li> <li>● Demonstrate saving files on a hard drive</li> </ul> |
| Level 2:<br>Skill/Concept  | 2.2 Utilize collaboration in file management. <ul style="list-style-type: none"> <li>● Identify shared drives and folders</li> <li>● Create and utilize shared folders</li> </ul>   |



## Business Computer Applications Current Standards

| ACA 1: Students will be able to produce word processing documents using a variety of advanced features. |  |
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| Level 2:<br>Skill/Concept   | ACA 1.1 Create and manage documents <ul style="list-style-type: none"> <li>● Create a Document</li> <li>● Navigate through a document</li> <li>● Format a Document</li> <li>● Customize Options and Views for Documents</li> <li>● Print and Save Documents</li> </ul> |
| Level 2:<br>Skill/Concept   | ACA 1.2 Format text, paragraphs, and sections <ul style="list-style-type: none"> <li>● Insert Text and Paragraphs</li> <li>● Format Text and Paragraphs</li> <li>● Order and Group Text and Paragraphs</li> </ul>  |
| Level 2:<br>Skill/Concept   | ACA 1.3 Create tables and lists <ul style="list-style-type: none"> <li>● Create a Table</li> <li>● Modify a Table</li> <li>● Create and Modify a List</li> </ul>   |
| Level 2:<br>Skill/Concept   | ACA 1.4 Create and manage references <ul style="list-style-type: none"> <li>● Create and Manage Reference Markers</li> <li>● Create and Manage Simple References</li> </ul>  |
| Level 2:<br>Skill/Concept   | ACA 1.5 Insert and format graphic elements <ul style="list-style-type: none"> <li>● Insert Graphic Elements</li> <li>● Format Graphic Elements</li> <li>● Insert and Format SmartArt Graphics</li> </ul>   |

| ACA 2: Students will be able to produce spreadsheets using a variety of advanced features. |  |
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| Level 2:<br>Skill/Concept  | ACA 2.1 Create and manage worksheets and workbooks <ul style="list-style-type: none"> <li>● Create Worksheets and Workbooks</li> <li>● Navigate in Worksheets and Workbooks</li> <li>● Format Worksheets and Workbooks</li> <li>● Customize Options and Views for Worksheets and Workbooks</li> <li>● Configure Worksheets and Workbooks for Distribution</li> </ul> |
| Level 2:<br>Skill/Concept  | ACA 2.2 Manage data cells and ranges <ul style="list-style-type: none"> <li>● Insert Data in Cells and Ranges</li> <li>● Format Cells and Ranges</li> <li>● Summarize and Organize Data</li> </ul>   |

## Business Computer Applications Proposed Standards

| Indicator # BCA 3 - Students will be able to produce word processing documents using a variety of features. |   |
|---|---|
| Level 2:<br>Skill/Concept   | BCA 3.1 Create and manage documents. <ul style="list-style-type: none"> <li>● Create a document</li> <li>● Navigate through a document</li> <li>● Format a document</li> <li>● Customize options and views for documents</li> <li>● Print and save documents</li> </ul> |
| Level 2:<br>Skill/Concept   | BCA 3.2 Format text, paragraphs, and sections. <ul style="list-style-type: none"> <li>● Insert text and paragraphs</li> <li>● Format text and paragraphs</li> <li>● Order and group text and paragraphs</li> </ul>  |
| Level 2:<br>Skill/Concept   | BCA 3.3 Create tables and lists. <ul style="list-style-type: none"> <li>● Create a table</li> <li>● Modify a table</li> <li>● Create and modify a list</li> </ul>   |
| Level 2:<br>Skill/Concept   | BCA 3.4 Create and manage references. <ul style="list-style-type: none"> <li>● Create and manage reference markers</li> <li>● Create and manage simple references</li> </ul>  |
| Level 2:<br>Skill/Concept   | BCA 3.5 Insert and format graphic elements. <ul style="list-style-type: none"> <li>● Insert graphic elements</li> <li>● Format graphic elements</li> <li>● Insert and format SmartArt graphics</li> </ul>   |

| Indicator # BCA 4 - Students will be able to produce spreadsheets using a variety of features. |   |
|--|---|
| Level 2:<br>Skill/Concept  | BCA 4.1 Create and manage worksheets and workbooks. <ul style="list-style-type: none"> <li>● Create worksheets and workbooks</li> <li>● Navigate in worksheets and workbooks</li> <li>● Format worksheets and workbooks</li> <li>● Customize options and views for worksheets and workbooks</li> <li>● Configure worksheets and workbooks for distribution</li> </ul> |
| Level 2:<br>Skill/Concept  | BCA 4.2 Manage data cells and ranges. <ul style="list-style-type: none"> <li>● Insert data in cells and ranges</li> <li>● Format cells and ranges</li> <li>● Summarize and organize data</li> </ul>   |

## Business Computer Applications Current Standards

|                           |  |
|---------------------------|--|
| Level 2:<br>Skill/Concept | ACA 2.3 Create tables <ul style="list-style-type: none"> <li>● Create and Manage Tables</li> <li>● Manage Table Styles and Options</li> <li>● Filter and Sort a Table</li> </ul>   |
| Level 2:<br>Skill/Concept | ACA 2.4 Perform operations with formulas and functions <ul style="list-style-type: none"> <li>● Summarize Data by Using Functions</li> <li>● Perform Conditional Operations by using Functions</li> <li>● Format and Modify Text by using Functions</li> </ul> |
| Level 2:<br>Skill/Concept | ACA 2.5 Create charts and objects <ul style="list-style-type: none"> <li>● Create Charts</li> <li>● Format Charts</li> <li>● Insert and Format Objects</li> </ul>  |

## Business Computer Applications Proposed Standards

|                           |  |
|---------------------------|--|
| Level 2:<br>Skill/Concept | BCA 4.3 Create tables. <ul style="list-style-type: none"> <li>● Create and manage tables</li> <li>● Manage table styles and options</li> <li>● Filter and sort a table</li> </ul>  |
| Level 2:<br>Skill/Concept | BCA 4.4 Perform operations with formulas and functions. <ul style="list-style-type: none"> <li>● Demonstrate use of formulas</li> <li>● Summarize data by using functions</li> <li>● Perform conditional operations by using functions</li> <li>● Format and modify text by using functions</li> </ul> |
| Level 2:<br>Skill/Concept | BCA 4.5 Create charts and objects. <ul style="list-style-type: none"> <li>● Create charts</li> <li>● Format charts</li> <li>● Insert and format objects</li> </ul>   |

### ACA 3: Students will be able to produce professional presentations using a variety of advanced features.

|                           |   |
|---------------------------|---|
| Level 2:<br>Skill/Concept | ACA 3.1 Create and manage presentations <ul style="list-style-type: none"> <li>● Create Presentations</li> <li>● Insert and Format Slides</li> <li>● Modify Slides, Handouts, and Notes</li> <li>● Order and Group Slides</li> <li>● Change Presentation Options and Views</li> <li>● Configure a Presentation for Print</li> <li>● Configure and Present a Slide Show</li> </ul> |
| Level 2:<br>Skill/Concept | ACA 3.2 Insert and format text, shapes and images <ul style="list-style-type: none"> <li>● Insert and Format Text</li> <li>● Insert and Format Shapes and Text Boxes</li> <li>● Insert and Format Images</li> <li>● Order and Group Objects</li> </ul>  |

### Indicator # BCA 5 - Students will be able to produce professional presentations using a variety of features.

|                           |   |
|---------------------------|---|
| Level 2:<br>Skill/Concept | BCA 5.1 Create and manage presentations. <ul style="list-style-type: none"> <li>● Create presentations</li> <li>● Insert and format slides</li> <li>● Modify slides, handouts, and notes</li> <li>● Order and group slides</li> <li>● Change presentation options and views</li> <li>● Configure a presentation for print</li> <li>● Configure and present a slide show</li> <li>● Merge content from multiple presentations into one final presentation</li> </ul> |
| Level 2:<br>Skill/Concept | BCA 5.3 Insert tables, charts, SmartArt and media. <ul style="list-style-type: none"> <li>● Insert and format tables</li> <li>● Insert and format charts</li> <li>● Insert and format SmartArt graphics</li> <li>● Insert and manage media</li> <li>● Embed and link media</li> <li>● Insert and format text</li> <li>● Insert and format shapes and text boxes</li> <li>● Insert and format images</li> <li>● Order and group objects</li> </ul>                   |

## Business Computer Applications Current Standards

|                           |  |
|---------------------------|--|
| Level 2:<br>Skill/Concept | ACA 3.3 Insert tables, charts, SmartArt and media <ul style="list-style-type: none"> <li>• Insert and Format Tables</li> <li>• Insert and Format Charts</li> <li>• Insert and Format SmartArt graphics</li> <li>• Insert and Manage Media</li> </ul> |
| Level 2:<br>Skill/Concept | ACA 3.4 Apply transitions and animations <ul style="list-style-type: none"> <li>• Apply Slide Transitions</li> <li>• Animate Slide Content</li> <li>• Set Timing for Transitions and Animations</li> </ul>   |
| Level 2:<br>Skill/Concept | ACA 3.5 Manage multiple presentations <ul style="list-style-type: none"> <li>• Merge Content from Multiple Presentations</li> <li>• Finalize Presentations</li> </ul>  |

ACA 4: Students will be able to produce databases using a variety of advanced features.

|                           |   |
|---------------------------|---|
| Level 2:<br>Skill/Concept | ACA 4.1 Create and manage a database <ul style="list-style-type: none"> <li>• Create and Modify Databases</li> <li>• Manage Relationships and Keys</li> <li>• Navigate through a Database</li> <li>• Protect and Maintain Databases</li> <li>• Print and Export Data</li> </ul> |
| Level 2:<br>Skill/Concept | ACA 4.2 Build tables <ul style="list-style-type: none"> <li>• Create Tables</li> <li>• Manage Tables</li> <li>• Manage Records in Tables</li> <li>• Create and Modify Fields</li> </ul>   |
| Level 2:<br>Skill/Concept | ACA 4.3 Create queries <ul style="list-style-type: none"> <li>• Create Calculated Fields and Grouping within Queries</li> </ul>   |
| Level 2:<br>Skill/Concept | ACA 4.4 Create forms <ul style="list-style-type: none"> <li>• Create a Form</li> <li>• Configure Form Controls</li> <li>• Format a Form</li> </ul>  |

## Business Computer Applications Proposed Standards

|                           |   |
|---------------------------|---|
| Level 2:<br>Skill/Concept | BCA 5.3 Insert tables, charts, SmartArt and media. <ul style="list-style-type: none"> <li>● Insert and format tables</li> <li>● Insert and format charts</li> <li>● Insert and format SmartArt graphics</li> <li>● Insert and manage media</li> <li>● Embed and link media</li> </ul> |
| Level 2:<br>Skill/Concept | BCA 5.4 Apply transitions and animations. <ul style="list-style-type: none"> <li>● Apply slide transitions</li> <li>● Animate slide content</li> <li>● Set timing for transitions and animations</li> </ul>   |

**Indicator # BCA 6 - Students will be able to identify a variety of employment opportunities that utilize computer applications.**

|                           |  |
|---------------------------|--|
| Level 1: Recall           | BCA 6.1 Identify employment opportunities.   |
| Level 2:<br>Skill/Concept | BCA 6.2 Compare and the contrast the value of the industry certifications on employment in related industries. |

## Business Computer Applications Current Standards

|                           |  |
|---------------------------|--|
| Level 2:<br>Skill/Concept | ACA 4.5 Create reports <ul style="list-style-type: none"><li>• Create a Report</li><li>• Configure Report Controls</li><li>• Format a Report</li></ul> |
|---------------------------|--|

ACA 5: Students will be able to identify a variety of employment opportunities based on individual certifications.

|                 |  |
|-----------------|--|
| Level 1: Recall | ACA 5.1 Identify employment opportunities based on certification |
|-----------------|--|

## Business Computer Applications Proposed Standards

### Advanced Business Computer Applications Current Standards

|                             |   |
|-----------------------------|---|
|                             | <b>Indicator # ECA - Students will be able to produce word processing documents implementing expert level features.</b> |
| Level 2: Skill/Concept      | ECA 1.1 Manage document options and settings.   |
| Level 2: Skill/Concept      | ECA 1.2 Design advanced documents.  |
| Level 3: Strategic Thinking | ECA 1.3 Create advanced references.   |
| Level 4: Extended Thinking  | ECA 1.4 Create custom word elements.  |

|                             |  |
|-----------------------------|--|
|                             | <b>Indicator # ECA 2 - Students will be able to produce spreadsheets implementing expert level features.</b> |
| Level 2: Skill/Concept      | ECA 2.1 Manage workbook options and settings.  |
| Level 2: Skill/Concept      | ECA 2.2 Apply custom data formats and layouts.   |
| Level 3: Strategic Thinking | ECA 2.3 Create advanced formulas.  |
| Level 3: Strategic Thinking | ECA 2.4 Create advanced charts and tables.   |

|                            |  |
|----------------------------|--|
|                            | <b>Indicator # ECA 3 - Explore relevant factors that impact success and satisfaction in MOS-related careers.</b> |
| Level 2: Skill/Concept     | ECA 3.1 Compare and contrast characteristics of MOS-related careers.   |
| Level 2: Skill/Concept     | ECA 3.2 Compare and contrast education/training requirements for employment in MOS-related careers.              |
| Level 4: Extended Thinking | ECA 3.3 Investigate and make connections to relevant MOS-related careers.  |

### Advanced Business Computer Applications Proposed Standards

|                             |  |
|-----------------------------|--|
|                             | <b>Indicator # ABCA 1 - Students will be able to produce word processing documents implementing expert level features.</b> |
| Level 2: Skill/Concept      | ABCA 1.1 Manage document options and settings.   |
| Level 2: Skill/Concept      | ABCA 1.2 Design advanced documents.  |
| Level 3: Strategic Thinking | ABCA 1.3 Create advanced references.   |
| Level 4: Extended Thinking  | ABCA 1.4 Create custom word elements.  |

|                             |   |
|-----------------------------|---|
|                             | <b>Indicator # ABCA 2 - Students will be able to produce spreadsheets implementing expert level features.</b> |
| Level 2: Skill/Concept      | ABCA 2.1 Manage workbook options and settings.  |
| Level 2: Skill/Concept      | ABCA 2.2 Apply custom data formats and layouts.   |
| Level 3: Strategic Thinking | ABCA 2.3 Create advanced formulas.  |
| Level 3: Strategic Thinking | ABCA 2.4 Create advanced charts and tables.   |

|                            |   |
|----------------------------|---|
|                            | <b>Indicator # ABCA 3 - Explore relevant factors that impact success and satisfaction in MOS-related careers.</b> |
| Level 2: Skill/Concept     | ABCA 3.1 Compare and contrast characteristics of MOS-related careers.   |
| Level 2: Skill/Concept     | ABCA 3.2 Compare and contrast education/training requirements for employment in MOS-related careers.              |
| Level 4: Extended Thinking | ABCA 3.3 Investigate and make connections to relevant MOS-related careers.  |

|                        |  |
|------------------------|--|
|                        | <b>Indicator # BCA 4 - Students will be able to produce databases using a variety of features.</b>   |
| Level 2: Skill/Concept | ABCA 4.1 Create and manage a database. <ul style="list-style-type: none"> <li>● U nderstand the components of a database</li> <li>● C reate and modify databases</li> <li>● M anage relationships and keys</li> <li>● N avigate through a database</li> <li>● P rotect and maintain databases</li> <li>● P rint and export data</li> </ul> |

|                        |   |
|------------------------|---|
| Level 2: Skill/Concept | ABCA .2 Build tables.<br>● Create tables<br>● Manage tables<br>● Manage records in tables<br>● Create and modify fields |
| Level 2: Skill/Concept | ABCA 6.3 Create queries.<br>● Create calculated fields and grouping within queries                                      |
| Level 2: Skill/Concept | ABCA 6.4 Create forms.<br>● Create a form<br>● Configure form controls<br>● Format a form                               |
| Level 2: Skill/Concept | ABCA 6.5 Create reports.<br>● Create a report<br>● Configure report controls<br>● Format a report                       |
| Level 2: Skill/Concept | ABCA 6.6 Explore uses for database systems.<br>● Compare and contrast industry specific databases and/or models         |

### Business Law - Current Standards

| Indicator # BL 1 - Students will analyze relationships between ethics and classifications of law. |  |
|---|--|
| Level 3: Strategic Thinking   | BL 1.1 Compare and contrast differences between ethics and laws and identify consequences of unethical and illegal conduct |
| Level 4: Extended Thinking  | BL 1.2 Analyze the origin of today's law and functions of local, state and federal court systems                           |
| Level 3: Strategic Thinking   | BL 1.3 Distinguish between procedural and substantive laws   |

### Business Law - Proposed Standards

| L 1: Students will analyze relationships between business ethics and classifications of business law. |   |
|---|---|
| Level 3: Strategic Thinking   | BL 1.1 Compare and contrast differences between business ethics and business laws and identify consequences of unethical and illegal conduct. <ul style="list-style-type: none"> <li>● Identify ethical characteristics</li> <li>● Compare various ethical theories</li> <li>● Analyze values in constructing an ethical code and laws</li> </ul>   |
| Level 4: Extended Thinking  | BL 1.2 Analyze the origin of today's law and functions of local, state and federal court systems. <ul style="list-style-type: none"> <li>● Discuss roles of constitutions, common laws, statutory laws, court decisions and state administrative laws</li> <li>● Determine how courts impact laws and understand the value of setting precedent</li> <li>● Explain structures and functions of federal, state and local court systems</li> <li>● Identify the types of cases heard at each level of court system</li> </ul> |
| Level 3: Strategic Thinking   | BL 1.3 Distinguish between procedural and substantive laws. <ul style="list-style-type: none"> <li>● Describe dispute resolution techniques</li> <li>● Identify steps in criminal and civil trials and who is involved</li> </ul>   |

### Indicator # BL 2 - Students will demonstrate an understanding of characteristics of criminal and tort laws

|                             |  |
|-----------------------------|--|
| Level 3: Strategic Thinking | BL 2.1 Differentiate among categories of criminal law, different types of business crimes, and available penalties |
| Level 3: Strategic Thinking | BL 2.2 Differentiate among categories of tort law and describe remedies available                                  |

### Indicator # BL 2 - Students will demonstrate an understanding of characteristics of criminal and tort laws

|                             |   |
|-----------------------------|---|
| Level 3: Strategic Thinking | BL 2.1 Differentiate among categories of criminal law, different types of business crimes, and available penalties. <ul style="list-style-type: none"> <li>● Examine felonies, misdemeanors and infractions, and categories of criminal law</li> <li>● Study effects of forgery, fraud, embezzlement and perjury on business organizations</li> <li>● Determine defenses of criminal acts and describe penalties</li> <li>● Research computer crimes and the laws regarding them</li> </ul> |
| Level 3: Strategic Thinking | BL 2.2 Differentiate among categories of tort law and describe remedies available. <ul style="list-style-type: none"> <li>● Examine negligence, intentional and strict liability, and other types of torts</li> <li>● Identify and explain elements of negligence torts</li> <li>● Discuss concepts of the reasonable person test and proximate cause</li> </ul>  |

### Business Law - Current Standards

| Indicator # BL 3 - Students will evaluate relationships among contract law, law of sales, and consumer law. |  |
|---|--|
| Level 2: Skill/Concept  | BL 3.1 Demonstrate an understanding of contractual relationships and identify elements of a valid contract |
| Level 3: Strategic Thinking   | BL 3.2 Understand and defend methods by which a contract may be terminated or discharged                   |
| Level 2: Skill/Concept  | BL 3.3 Compare and contrast law of sales and consumer laws   |

### Business Law - Proposed Standards

| Indicator # BL 3 - Students will evaluate relationships among contract law, law of sales, and consumer law. |   |
|---|---|
| Level 2: Skill/Concept  | BL 3.1 Demonstrate an understanding of contractual relationships and identify elements of a valid contract. <ul style="list-style-type: none"> <li>● Identify classifications of contracts</li> <li>● Discuss consideration as it applies to contract law</li> <li>● Explain ramifications of contracting with a minor</li> <li>● Describe rules applied to interpretations of contracts</li> </ul> |
| Level 3: Strategic Thinking   | BL 3.2 Understand and defend methods by which a contract may be terminated or discharged. <ul style="list-style-type: none"> <li>● Interpret breach of contract</li> <li>● Choose legal remedies available for resolution of breach of contracts</li> <li>● Interpret fraud, non-disclosure, misrepresentation, mistake, duress and undue influence</li> </ul>                                      |
| Level 2: Skill/Concept  | BL 3.3 Compare and contrast law of sales and consumer laws. <ul style="list-style-type: none"> <li>● Evaluate consumer protection laws</li> <li>● Examine the Uniform Commercial Code and its effects on business transactions</li> <li>● Examine unfair and deceptive practices that are common</li> <li>● Examine various administrative agencies that regulate consumer credit</li> </ul>        |



### Business Law - Current Standards

| Indicator # BL 4 - Students will analyze the role and importance of employment law as it relates to the conduct of business. |   |
|--|---|
| Level 2: Skill/Concept   | BL 4.1 Demonstrate an understanding of employer-employee relationships, including independent contractors |
| Level 3: Strategic Thinking  | BL 4.2 Identify employee rights and their implications in workplace settings.                             |

| Indicator # BL 5 - Students will utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in law. |  |
|--|--|
| Level 1: Recall  | BL 5.1 Describe the importance of soft-skill practices in careers in law |
| Level 1: Recall  | BL 5.2 Describe roles and responsibilities in careers in law             |

### Business Law - Proposed Standards

| Indicator # BL 4 - Students will analyze the role and importance of employment law as it relates to the conduct of business organizations. |  |
|--|--|
| Level 2: Skill/Concept   | BL 4.1 Demonstrate an understanding of employer-employee relationships, including independent contractors. <ul style="list-style-type: none"> <li>● Explain the implications of Objective Justification within the workplace</li> <li>● Explain the doctrine of employment-at-will</li> <li>● Describe wrongful discharge and exceptions to employment-at-will</li> </ul>  |
| Level 3: Strategic Thinking  | BL 4.2 Identify employee rights and their implications in workplace settings. <ul style="list-style-type: none"> <li>● List and explain legislation that regulates employment rights, conditions and worker benefits</li> <li>● Identify employee rights that affect employment interview, testing, laws affecting minors and collective bargaining</li> <li>● Identify an employer's responsibilities to verify employment eligibility</li> </ul> |

| Indicator # BL 5 - Students will utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in law. |   |
|--|---|
| Level 1: Recall  | BL 5.1 Describe the importance of career readiness (soft-skill) practices in careers in law. <ul style="list-style-type: none"> <li>● Understand the importance of communication (oral, written, non-verbal, and listening), problem solving, teamwork, decision-making, conflict resolution, critical analysis and ethical reasoning.</li> </ul> |
| Level 1: Recall  | BL 5.2 Describe roles and responsibilities of careers in law. <ul style="list-style-type: none"> <li>● Explain the role and responsibilities of administrative careers in law</li> <li>● Describe the role and responsibilities of executive/managerial careers in law.</li> </ul>  |