Business Management

Course Description: This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided through FBLA/DECA..

Content/Process

Students will

1. research the structure of business ownership and explain considerations in business planning.
2. identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance.
3. discuss how global issues and international trade has and will affect management types, styles, and trends.
4. explain the importance of various business mgt skills (e.g., time management, handling positive & negative stressors in the business environment, and opportunities for employee's professional growth).
5. describe the importance of a business and a personal code of ethics.
6. analyze how the impact of human resource management activities help organizations achieve goals.
7. compare and contrast various forms of competition (i.e., pure competition, monopolistic competition, oligopoly, and monopoly).
8. utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
9. understand the economic principles and concepts fundamental to business operations (e.g., entrepreneurship, scarcity, cost of inputs, and opportunity cost).
10. compare and contrast various types of economic systems (i.e., traditional, command, market, and mixed).
11. explain & give examples of how numerous factors influence the supply & demand of products.
12. analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.
13. identify and explain the impact of financial risk to the success of a business.
14. prepare and analyze a business budget as it is used for a decision-making tool.
15. identify and explain the importance of operations management to a business (e.g., coordination of production, quality management, product development, production scheduling, and inventory control).
16. describe the nine functions of marketing (i.e., purchasing, selling, pricing, product planning, marketing information mgt., promotion, financing, distribution, risk management).
17. evaluate and create a business plan.
18. research and analyze career opportunities in management and demonstrate leadership characteristics.
19. develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.
20. research and cite major laws/regulations that affect management and examine the importance of work ethic.
21. utilize activities of FBLA/DECA as an integral component of course content and leadership development.
22. participate in work-based learning (mentoring, shadowing, co-op, etc.) and service learning.
23. demonstrate employability and social skills relative to the career cluster.
24. apply math and communication skills within the technical content.

Connections

Secretary's Commission on Achieving Necessary Skills (SCANS)
Business Management Kentucky Occupational Skill Standard
National Business Education Standards
Assessment of Skills and Knowledge for Business (ASK) Business Principles or Management

Course Title **Business Management** Grade Levels 11-12 Credit Value 1.0

Description This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided though FBLA/DECA.

Resources State Standards, National Standards for Business Education, MBA Research Knowledge and Skills Statements, 2010 Business Management Curriculum Guide (KDE), Business Principles in Business Management (12th Edition, South-Western Publishing)

Unit Title Business and Its Environment

Technical Content

3. Discuss how global issues and international trade has and will affect management types, styles, and trends.
9. Understand the economic principles and concepts fundamental to business operations (e.g., entrepreneurship, scarcity, cost of inputs, and opportunity cost).
8. Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
10. Compare and contrast various types of economic systems (i.e., traditional, command, market, and mixed).
11. Explain & give examples of how numerous factors influence the supply & demand of products.

National Standards

National Standards for Business Education-Analyze the management functions and their implementation and integration within the business environment.
I. Management Functions
Achievement Standard: Analyze the management functions and their implementation and integration within the business environment.
National Standards for Business Education-Analyze management theories and their application within the business environment.
Management Theories
Achievement Standard: Analyze management theories and their application within the business environment.
National Standards for Business Education: Business Organization
Analyze the organization of a business.
National Standards for Business Education-Examine the role of ethics and social responsibility in decision making.
MBA Research Knowledge and Skill Statement-Economics:Understands the economic principles and concepts fundamental to business operations.
MBA Research Knowledge and Skill Statement-Business Law: Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.
MBA Research Knowledge and Skill Statement-Communication Skills: Understands the concepts, strategies, and systems used by management to obtain and convey ideas and information.

KY Academic Standards (Big Idea)

Economics - Social Studies
Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.
Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.
Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.
Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.11-12.L.1.b Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.
CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.11-12.L.2.b Conventions of Standard English: Spell correctly.
CC.11-12.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.11-12.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
ELA-Literacy/RST/11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Mathematics Standards

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
CC.9-12.A.APR.6 Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.
CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
CC.9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*
CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

21st Century Skills and Knowledge

Life and Career Skills

Information Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Communication

Global Awareness

Leadership and Responsibility

KOSSA Standards

2005.AA.1 Utilize effective verbal and non-verbal communication skills
2005.AA.2 Participate in conversation, discussion, and group presentations
2005.AB.1 Locate and interpret written information
2005.AB.2 Read and interpret workplace documents
2005.AB.4 Record information accurately and completely
2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2005.EB.3 Demonstrate ethical characteristics and behaviors
2005.EE.1 Recognizes diversity, discrimination, harassment, and equity
2005.EE.3 Explain the benefits of diversity within the workplace
2005.EE.4 Explain the importance of respect for feelings, values, and beliefs of others
2005.EE.5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work
2005.EE.6 Illustrate techniques for eliminating gender bias and stereotyping in the workplace
2005.EE.7 Identify ways tasks can be structured to accommodate the diverse needs of workers
2005.EE.8 Recognize the challenges and advantages of a global workforce
2005.EG.4 Locate and verify information
2005.EL.8 Describe the impact of the global economy on jobs and careers
2005.OF.5 Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with case studies/business plan
2005.OF.7 Recognize the impact of economics
2005.OF.8 Understand the economic principles and concepts fundamental to business operations (e.g., entrepreneurship, scarcity, cost of inputs, opportunity costs)
2005.OE.9 Analyze an employment contract
2005.OF.10 Understand business supply and demand
2005.OG.1 Explain the coordination/allocation of the factors of production
2005.OH.1 Recognize the legal issues related to managing a business in the global environment
2005.OH.2 Describe global economic factors
2005.OH.3 Examine issues of corporate culture and managing in the global environment
2005.OH.4 Define examples of global involvement (e.g., licensing, joint ventures, exporting, importing, franchising, direct investment, global outsourcing)
2005.OI.1 Explain the relationship between ethics and governmental regulations

Learning Targets	Sample Learner Activities - Click in the box to go to Activities
1. Describe the concepts of economics and economic activities.	
2. Distinguish between economic goods and services.	
3. Explain the concept of economic resources.	
4. Explain the principles of supply and demand.	
5. Explain the types of economic systems.	
6. Explain the nature of global trade.	
7. Explain the concept of Gross Domestic Product.	
8. Discuss the impact of cultural and social environments on global trade.	
9. Discuss the measure of consumer spending as an economic indicator.	
10. Discuss the impact of a nation's unemployment rates.	

11. Describe the economic impact of inflation on business.

12. Make oral presentations.

13. Participate in group discussions.

14. Employ communication styles appropriate to target audience.

15. Utilize note-taking strategies and organizing information.

16. Discuss the need for continuous improvement of the quality process.

Course Title **Business Management** Grade Levels 11-12 Credit Value 1.0

Description This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided though FBLA/DECA.

Resources State Standards, National Standards for Business Education, MBA Research Knowledge and Skills Statements, 2010 Business Management Curriculum Guide (KDE), Business Principles in Business Management (12th Edition, South-Western Publishing)

Unit Title Business Ownership and the Law

Technical Content

1. Research the structure of business ownership and explain considerations in business planning.
7. Compare and contrast various forms of competition (i.e., pure competition, monopolistic competition, oligopoly, and monopoly).
8. Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
17. Evaluate and create a business plan.
20. Research and cite major laws/regulations that affect management and examine the importance of work ethic.

National Standards

National Standards for Business Education -Analyze the organization of a business.
National Standards for Business Education -Examine the role of ethics and social responsibility in decision making.
National Standards for Business Education -Analyze a business organization's competitive position within the industry.
NBEA Research: Business Law-Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Government and Civics - Social Studies
The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics Standards

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Collaboration

Financial, Economic, Business and Entrepreneurial Literacy

ICT (Information, Communications, and Technology) Literacy

KOSSA Standards

2005.AA.1 Utilize effective verbal and non-verbal communication skills
2005.AA.2 Participate in conversation, discussion, and group presentations
2005.AA.3 Communicate and follow directions/procedures
2005.AA.4 Communicate effectively with customers and co-workers
2005.AB.1 Locate and interpret written information
2005.AB.2 Read and interpret workplace documents
2005.AB.3 Identify relevant details, facts, and specifications
2005.AB.4 Record information accurately and completely
2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2005.AG.1 Use technology appropriately to enhance professional presentations
2005.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
2005.EF.2 Contribute to the success of the team
2005.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
2005.EG.1 Contribute new ideas
2005.EG.4 Locate and verify information
2005.EM.3 Select appropriate technological resources to accomplish work
2005.OA.8 Develop short-term and long-term financial needs of a business
2005.OB.1 Compare forms of business ownership
2005.OB.2 Describe types of organizational structures and management levels
2005.OB.3 Identify the factors that influence an organization’s structure
2005.OB.4 Construct an organizational chart
2005.OF.1 Analyze a business organization’s competitive position within the industry
2005.OF.2 Describe ways to increase market share
2005.OF.3 Compare various forms of competition (i.e., pure competition, monopolistic competition, oligopoly, monopoly)
2005.OF.4 Discuss the importance of benchmarking in the workplace (i.e., use a desirable business comparison in the industry as a growth objective)
2005.OF.5 Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with case studies/business plan
2005.OK.1 Review and evaluate a sample business plan
2005.OK.2 Create a business plan (e.g., executive summary, industry analysis, company description, products and services description, market description, marketing strategy, operations description, staffing description, financial projection, capital needs, milestones)

Learning Targets	Sample Learner Activities - Click in the box to go to Activities
1. Explain types of business ownership.	
2. Discuss consumer rights and antitrust laws.	
3. Make oral presentations.	
4. Participate in group discussions.	
5. Defend ideas objectively.	
6. Select and use appropriate graphic aids.	
7. Explain the nature of effective verbal communications.	
8. Demonstrate basic technology skills.	
9. Describe health and safety regulations in business.	

Course Title **Business Management** Grade Levels 11-12 Credit Value 1.0

Description This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided though FBLA/DECA.

Resources State Standards, National Standards for Business Education, MBA Research Knowledge and Skills Statements, 2010 Business Management Curriculum Guide (KDE), Business Principles in Business Management (12th Edition, South-Western Publishing)

Unit Title Management and Leadership

Technical Content

2. Identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance.
4. Explain the importance of various business management skills (e.g., time management, handling positive & negative stressors in the business environment, and opportunities for employee's professional growth).
8. Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
18. Research and analyze career opportunities in management and demonstrate leadership characteristics.

National Standards

National Standards for Business Education -Analyze the management functions and their implementation and integration within the business environment.
National Standards for Business Education -Analyze management theories and their application within the business environment.
MBA Research-Project Management-Knowledge and Skill Statement: Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects.
MBA Research-Quality Management-Knowledge and Skill Statement: Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them.
MBA Research-Strategic Management-Knowledge and Skill Statement: Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/departmen.t
MBA Research-Knowledge Management-Knowledge and Skill Statement: Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in the organization.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies
Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Standards

CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)
CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics Standards

CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

21st Century Skills and Knowledge

Critical Thinking and Problem Solving

Financial, Economic, Business and Entrepreneurial Literacy

Leadership and Responsibility

Life and Career Skills

KOSSA Standards

2005.AA.1 Utilize effective verbal and non-verbal communication skills
2005.AB.2 Read and interpret workplace documents
2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2005.EG.1 Contribute new ideas
2005.EG.4 Locate and verify information
2005.OB.2 Describe types of organizational structures and management levels
2005.OB.3 Identify the factors that influence an organization's structure
2005.OB.4 Construct an organizational chart
2005.OC.1 Discuss the importance of vision, mission, goals, and objectives within the context of the business environment
2005.OC.2 Discuss characteristics of effective and ineffective leaders
2005.OC.3 Differentiate between leading and managing
2005.OC.4 Compare and contrast leadership styles
2005.OC.5 Demonstrate an understanding of the four functions of management: planning, organizing, leading, and controlling
2005.OC.6 Identify and discuss management theories (e.g., scientific management, human needs, behavioral managements)
2005.OD.7 Describe why different managerial styles can be equally successful
2005.OK.1 Review and evaluate a sample business plan

Learning Targets

Sample Learner Activities - Click in the box to go to Activities

1. Discuss the role of ethics in knowledge management.
2. Explain the nature of knowledge management.
3. Explain the use of technology in knowledge management.
4. Identify techniques that can be used to capture and transfer knowledge in an organization.
5. Manage project schedule.
6. Develop a work breakdown structure.
7. Explain management theories and their applications.

8. Explain the nature of business plans.

9. Describe the nature of managerial control.

10. Explain the nature of managerial ethics.

11. Explain the concept of management.

Course Title **Business Management** Grade Levels 11-12 Credit Value 1.0

Description This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided though FBLA/DECA. State Standards, National Standards for Business Education, MBA Research Knowledge and Skills Statements, 2010 Business Management Curriculum Guide (KDE), Business Principles in Business Management (12th Edition, South-Western Publishing)

Resources

Unit Title Financial Management

Technical Content

5. Describe the importance of a business and a personal code of ethics.
9. Understand the economic principles and concepts fundamental to business operations (e.g., entrepreneurship, scarcity, cost of inputs, and opportunity cost.)
12. Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.
13. Identify and explain the impact of financial risk to the success of a business.
14. Prepare and analyze a business budget as it is used for a decision-making tool.

National Standards

National Standards for Business Education-Examine the role of ethics and social responsibility in decision making.
National Standards for Business Education-Utilize information and technology tools to conduct business effectively and efficiently.
National Standards for Business Education-Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.
MBA Research -Communication Skills-Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
MBA Research -Information Management-Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
MBA Research -Risk Management-Knowledge and Skill Statement: Understands risk-management strategies and techniques used to minimize business loss.
MBA Research -Knowledge and Skill Statement: Understands risk-management strategies and techniques used to minimize business loss.
MBA Research -Financial Analysis-Knowledge and Skill Statement: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

KY Academic Standards (Big Idea)

Financial Literacy - Vocational Studies
Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.
Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Standards

CC.11-12.L.3.a Knowledge of Language: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.WHST.11-12.1dEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
CC.9-12.A.APR.6 Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.
CC.9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
CC.9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*
CC.9-12.S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*
CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Communication

Financial, Economic, Business and Entrepreneurial Literacy

Critical Thinking and Problem Solving

Initiative and Self-Direction

KOSSA Standards

2005.AA.1 Utilize effective verbal and non-verbal communication skills
2005.AA.2 Participate in conversation, discussion, and group presentations
2005.AA.3 Communicate and follow directions/procedures
2005.AA.4 Communicate effectively with customers and co-workers
2005.AB.1 Locate and interpret written information
2005.AB.2 Read and interpret workplace documents
2005.AB.3 Identify relevant details, facts, and specifications
2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2005.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
2005.AD.3 Make reasonable estimates
2005.AD.5 Use deductive reasoning and problem-solving in mathematics
2005.AE.2 Identify the components of a budget and how one is created
2005.AE.4 Use financial services effectively
2005.AE.5 Demonstrate ability to meet financial obligations
2005.AG.1 Use technology appropriately to enhance professional presentations
2005.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
2005.EG.1 Contribute new ideas
2005.EG.4 Locate and verify information
2005.EJ.1 Define profit and evaluate the cost of conducting business
2005.EJ.2 Identify "big picture" issues in conducting business
2005.OA.2 Calculate, interpret, and evaluate data provided in order to estimate outcomes in preparing financial forecasts (i.e., business plan projections)
2005.OA.5 Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions
2005.OA.6 Describe the purpose of financial statements
2005.OA.8 Develop short-term and long-term financial needs of a business
2005.OA.10 Identify ways to minimize and manage financial risk
2005.OF.1 Analyze a business organization's competitive position within the industry
2005.OF.5 Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with case studies/business plan
2005.OK.2 Create a business plan (e.g., executive summary, industry analysis, company description, products and services description, market description, marketing strategy, operations description, staffing description, financial projection, capital needs, milestones)

Learning Targets	**Sample Learner Activities - Click in the box to go to Activities**
1. Make oral presentations.	
2. Participate in group discussions.	
3. Defend ideas objectively.	
4. Determine factors affecting business risk.	
5. Set financial goals.	
6. Develop personal budget.	
7. Describe the need for financial information.	
8. Prepare bank account documents.	
9. Describe the need to accurately report a business's financial position.	

Course Title **Business Management** Grade Levels 11-12 Credit Value 1.0

Description This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided though FBLA/DECA. State Standards, National Standards for Business Education, MBA Research Knowledge and Skills Statements, 2010 Business Management Curriculum Guide (KDE), Business Principles in Business Management (12th Edition, South-Western Publishing)

Resources

Unit Title Human Resources

Technical Content

5. Describe the importance of a business and a personal code of ethics.
6. Show the impact of human resource management activities which help organizations achieve goals.
8. Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
19. Develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.

National Standards

National Standards for Business Education -Describe human resource functions and their importance to an organization's successful operation.
National Standards for Business Education-Utilize information and technology tools to conduct business effectively and efficiently.
National Standards for Business Education-Utilize information and technology tools to conduct business effectively and efficiently.
MBA Research-Communication Skills-Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
MBA Research-Emotional Intelligence-Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.
MBA Research-Professional Development-Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
MBA Research-Human Resources Management-Knowledge and Skill Statement: Understands the tools, techniques, and systems that administrative service supervisors use to plan, staff, lead, and organize their human resources.

KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies
Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.
Financial Literacy - Vocational Studies
Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

English/Language Arts Standards

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CC.9-10.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

Technical Literacy Standards

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Mathematics Standards

CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

21st Century Skills and Knowledge

Communication

Leadership and Responsibility

Critical Thinking and Problem Solving

Initiative and Self-Direction

KOSSA Standards

2005.AA.1 Utilize effective verbal and non-verbal communication skills
2005.AA.3 Communicate and follow directions/procedures
2005.AA.4 Communicate effectively with customers and co-workers
2005.AB.1 Locate and interpret written information
2005.AB.2 Read and interpret workplace documents
2005.AB.3 Identify relevant details, facts, and specifications
2005.AB.4 Record information accurately and completely
2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2005.AG.1 Use technology appropriately to enhance professional presentations
2005.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
2005.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
2005.EA.2 Demonstrate consistent and punctual attendance
2005.EA.3 Demonstrate initiative in assuming tasks
2005.EA.4 Exhibit dependability in the workplace
2005.EA.5 Take and provide direction in the workplace
2005.EA.6 Accept responsibility for personal decisions and actions
2005.EC.3 Demonstrate polite and respectful behavior toward others

2005.EC.4 Demonstrate personal accountability in the workplace
2005.ED.1 Plan and follow a work schedule
2005.ED.2 Work with minimal supervision
2005.EE.1 Recognizes diversity, discrimination, harassment, and equity
2005.EE.2 Works well with all customers and co-workers
2005.EE.3 Explain the benefits of diversity within the workplace
2005.EE.4 Explain the importance of respect for feelings, values, and beliefs of others
2005.EE.7 Identify ways tasks can be structured to accommodate the diverse needs of workers
2005.EF.1 Recognize the characteristics of a team environment and conventional workplace
2005.EF.2 Contribute to the success of the team
2005.EG.1 Contribute new ideas
2005.EG.4 Locate and verify information
2005.EH.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships
2005.EK.1 Recognize the importance of maintaining a job and pursuing a career
2005.EK.2 Define jobs associated with a specific career path or profession
2005.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
2005.EK.4 Prepare a resume, letter of application, and job application
2005.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
2005.EK.6 Participate in a job interview
2005.OD.3 Identify positive and negative stressors in the business environment
2005.OD.4 Determine appropriate reactions to stressors in the business environment
2005.OD.5 Recognize the benefits of motivational stress (e.g., deadlines, incentives, competition)
2005.OD.6 Identify available resources internally and externally for making professional contacts
2005.OE.1 Analyze how the impact of human resource activities help organizations to achieve their goals
2005.OE.2 Analyze the impact of outsourcing on businesses
2005.OE.3 Explain why orientation and training are necessary for successful employee performance
2005.OE.4 Identify selection tools and determine why they are used (e.g., interviews, tests, reference checks)
2005.OE.5 Identify legislation (e.g., civil rights, right to privacy, ADA) affecting personnel practices (e.g., compensation, promotion, recruitment, selection, termination, training / development)
2005.OE.6 Describe criteria of an employee evaluation
2005.OE.7 Identify the impact of performance appraisals on employees and organizations
2005.OE.8 Compare compensation plans, benefit packages, and incentive programs available to employees
2005.OE.9 Analyze an employment contract
2005.OE.10 Develop awareness of employee assistance programs (e.g., substance abuse, wellness, financial assistance, legal, referrals, counseling)
2005.OE.11 Describe legal reasons for terminating employees (e.g., employment at will, embezzlement, violation of company policy)
2005.OE.12 Develop an understanding of a business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions (anti-trust laws, organized labor, regulatory agencies)

Learning Targets	**Sample Learner Activities - Click in the box to go to Activities**
1. Orient new employees.	
2. Assist employees with prioritizing work responsibilities.	
3. Discuss the nature of human resources management.	
4. Discuss the nature of human resources management.	
5. Explain the role of ethics in human resources management.	
6. Describe the use of technology in human resources management.	

Course Title **Business Management** Grade Levels 11-12 Credit Value 1.0

Description This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided though FBLA/DECA.

Resources State Standards, National Standards for Business Education, MBA Research Knowledge and Skills Statements, 2010 Business Management Curriculum Guide (KDE), Business Principles in Business Management (12th Edition, South-Western Publishing)

Unit Title Marketing

Technical Content

8. Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis when analyzing case studies and business plans.
11. Explain & give examples of how numerous factors influence the supply & demand of products.
15. Identify and explain the importance of operations management to a business (e.g., coordination of production, quality management, product development, production scheduling, and inventory control.)
16. Describe the nine functions of marketing (i.e., purchasing, selling, pricing, product planning, marketing information mgt., promotion, financing, distribution, risk management).

National Standards

National Standards for Business Education -Utilize information and technology tools to conduct business effectively and efficiently.
National Standards for Business Education -Analyze a business organization's competitive position within the industry.
National Standards for Business Education -Apply operations management principles and procedures to the design of an operations plan.
MBA Reseach -Operations-Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Economics - Social Studies
Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

English/Language Arts Standards

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technical Literacy Standards

FCCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-Literacy.RST.11-12.6 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.
CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

21st Century Skills and Knowledge

Communication

Life and Career Skills

Critical Thinking and Problem Solving

ICT (Information, Communications, and Technology) Literacy

KOSSA Standards

2005.AA.1 Utilize effective verbal and non-verbal communication skills
2005.AB.1 Locate and interpret written information
2005.AB.2 Read and interpret workplace documents
2005.AB.3 Identify relevant details, facts, and specifications
2005.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
2005.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2005.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2005.AC.3 Implement effective decision-making skills
2005.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
2005.EG.1 Contribute new ideas
2005.EG.2 Stimulate ideas by posing questions
2005.EG.3 Value varying ideas and opinions
2005.EG.4 Locate and verify information
2005.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
2005.EI.2 Identify and address needs of customers/clients
2005.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
2005.EI.5 Identify techniques to seek and use customer/client feedback to improve company services

2005.EI.6 Recognize the relationship between customer/client satisfaction and company success
2005.OF.1 Analyze a business organization's competitive position within the industry
2005.OF.2 Describe ways to increase market share
2005.OF.3 Compare various forms of competition (i.e., pure competition, monopolistic competition, oligopoly, monopoly)
2005.OF.5 Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with case studies/business plan
2005.OG.1 Explain the coordination/allocation of the factors of production
2005.OG.2 Explain the concept of quality management
2005.OG.3 Evaluate a product design (i.e., product development)
2005.OG.4 Identify factors (e.g., purchasing, routing, scheduling, inventory control, staffing) used in production scheduling
2005.OG.5 Recognize factors considered when selecting suppliers (e.g., quality, price, reliable delivery)
2005.OG.6 Discuss methods of inventory control (i.e., LIFO and FIFO)
2005.OH.2 Describe global economic factors
2005.OJ.1 Perform a market research experiment
2005.OJ.2 Develop a marketing mix plan (i.e., product, price, place, promotion) for a business
2005.OJ.3 Analyze a target market for business/case studies
2005.OJ.4 Describe the nine functions of marketing. (i.e., purchasing, selling, pricing, product planning, marketing information management, promotion, financing, distribution, risk management)
2005.OJ.5 Demonstrate understanding of strengths and weaknesses of e-business
2005.OK.2 Create a business plan (e.g., executive summary, industry analysis, company description, products and services description, market description, marketing strategy, operations description, staffing description, financial projection, capital needs, milestones)

Learning Targets	**Sample Learner Activities - Click in the box to go to Activities**
1. Explain the concept of marketing strategies.	
2. Explain the concept of market and market identification.	
3. Discuss the nature of sales forecasts.	
4. Explain marketing and its importance in a global economy.	
5. Explain customer/client/business buying behavior.	
6 . Explain marketing and its importance in a global economy.	
7. Explain the nature and scope of the marketing-information management function.	
8. Explain the nature of marketing research and implement marketing research.	
9. Explain the role of ethics in marketing-information management.	
10. Describe the regulation of marketing-information management.	
11. Explain the nature and scope of purchasing.	
12. Explain the concept of production.	
13. Explain the nature and scope of the pricing function.	
14. Explain the nature and scope of the product/service management function.	
15. Explain the concept of product mix.	
16. Explain the role and function of promotion as a marketing function.	
17. Explain the selling process.	
18. Describe marketing functions and related activities.	