What America’s Students Should Know And Be Able To Do In Business
National Standards for Business Education

What America’s Students Should Know And Be Able To Do In Business
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The National Business Education Association (NBEA) is the nation’s largest professional organization devoted exclusively to serving individuals and groups engaged in the instruction, administration, research, and dissemination of information for and about business. Recognizing that business education competencies are essential for all individuals in today’s fast-changing society, NBEA endorses and promotes:

- the education of individuals to lead and contribute to a business community that is ethical, diverse, inclusive, prosperous, and responsible;
- the advancement of business education at all educational levels; and
- the development of business educators who embrace high ethical standards and personal and professional excellence.

NBEA’s mission is simple: to ensure that students and adults are afforded equal access to fundamental business knowledge and skills and, therefore, an equal opportunity for success in life.

In this spirit, NBEA developed this fourth edition of the National Standards for Business Education. This document, first published in 1995 at the request of business educators throughout the country, was then, and is today, at the leading edge of business and career education. Preparing students for the workplace demands a dynamic curriculum—perhaps more dynamic than that of any other academic discipline. The workplace undergoes constant change. Tomorrow’s challenges cannot be addressed using yesterday’s skills.

Numerous business educators and business professionals volunteered their time and expertise to review and revise these standards for what students should know and be able to do in business. These educators, who represent their colleagues at all instructional levels, believe strongly in the importance of the standards and consider them a major contribution to the improvement of both personal and career-directed education in this country.

In classrooms nationwide, business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. Using the concepts described in these standards, business teachers introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines.

Yet whether or not students pursue careers in specific business disciplines, they do participate...
in the economic system. They are, therefore, entitled to learn how that system functions and the impact of their role in that system. By the completion of secondary or postsecondary education, then, all students should be able to do the following:

- Function as economically literate citizens in domestic and international venues.
- Develop a sensitivity to personal, societal, corporate, and governmental responsibility in the economic system.
- Understand how businesses operate.
- Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.
- Develop an awareness of career opportunities and lifelong learning skills that will enable students to become employable in a variety of business careers.
- Select and apply technology tools for making personal and business decisions and achieving personal and organizational goals.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
- Read, interpret, and analyze financial statements; apply generally accepted accounting principles to assess the financial condition and operations of a company; and demonstrate the knowledge and skills needed for making informed business and personal financial decisions.
- Understand principles of law as they apply to personal and business settings, particularly with regard to the impact of technology on the law.
- Appreciate the value of the entrepreneurial spirit, both in the small business and in the corporate environment.
- Understand that the various functions of a business are not separate but are interrelated, and that each one impacts the others.
- Apply the critical-thinking skills needed to function in students’ multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own economic futures.

The members of NBEA recommend that students of all ages and levels of accomplishment have the opportunity to study business principles as they relate to their personal and professional lives. This document, the National Standards for Business Education, is a resource for teachers, administrators, and curriculum writers interested in providing this very important opportunity to students. This document should be used to

- provide the standard by which all business education programs are measured,
- define the many facets of business education as it has emerged in recent years,
- raise the level of competency required of students and of entry-level employees, and
- provide guidance for administrators and curriculum writers in schools and school systems looking to initiate or enhance a business education curriculum.
This collection of national standards is a forward-looking synthesis of what students should know and be able to do in business. As such, the achievement standards and performance expectations outlined in this document can be used to guide the business curriculum in the United States at all levels: national as well as state and local.

**THE CALL FOR A GLOBALLY LITERATE KNOWLEDGE WORKER**

The standards are based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens in an increasingly global environment.

The National Standards for Business Education are based on the conviction that business education competencies are essential for all students:

- Because all students will participate in the economic system, all students need to be literate in business and economics.
- Because all students will encounter a business environment that is characterized by cultural diversity—on both the domestic and international levels—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because all students will need to use technology as a tool for personal and organizational productivity, they need to hone the lifelong learning skills that will allow them to adapt to and manage technology effectively.
- Because all students will enter a workplace that is constantly changing, they need to explore and develop flexible career paths and confidence in their ability to adapt to a workplace that demands continuous human capital development.

Business moves relentlessly forward in response to new demands and developments in the marketplace. For example, the rise of emerging economies has given new meaning to the “24/7” workday and increased the prevalence of global virtual work teams. The capabilities of new technologies have made mastery of information technology tools a crucial competency for supporting strategic business goals and providing business solutions. The attention to ethics in business operations has created an environment that places a growing emphasis on individual and corporate ethical and social responsibility.

The business education standards reflect these realities—and their implications for future workers. The business educators who revised these standards focused on two key questions: What will students need to be able to know

**INRODUCTION**
and do to be successful in the workplace five and ten years from now? How can business educators teach tomorrow’s skills today?

This fourth edition, then, finds three major areas of emphasis incorporated into each business education discipline:

1. an acknowledgment and deeper understanding of the interrelatedness of the basic business content areas—accounting, business law, career development, communication, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing;

2. an elevation of the performance expectations for the technical skills (relevant to each business content area) needed to succeed in the workplace, and a recognition of their function as tools for achieving business solutions; and

3. a recognition that the world is today’s workplace and that critical-thinking skills are crucial to performing the more sophisticated decision-making that is required of workers who wish to participate fully in the global economy.

Clearly, this kind of education for and about business offers students the opportunity to master the fundamental knowledge and skills needed to succeed in business—wherever in the world it is conducted—and more importantly, an equal opportunity to succeed in life.

A RIGOROUS AND COMPREHENSIVE DISCIPLINE

The National Standards for Business Education are based on a comprehensive curriculum model that integrates 10 content areas:

- **ACCOUNTING**—so that students develop the knowledge, financial acumen, and competencies needed to make informed decisions in business and in their personal lives.
- **BUSINESS LAW**—so that students understand the laws affecting businesses, families, and individual consumers as well as the importance of ethical and socially responsible behavior.
- **CAREER DEVELOPMENT**—so that students gain a developmental understanding of their personal skill strengths and weaknesses, the ever-evolving requirements of the workplace in both domestic and international venues, and the relationship of lifelong learning to career success.
- **COMMUNICATION**—so that students master the oral and written communication skills essential to interacting effectively with people in the workplace and in society.
- **ECONOMICS & PERSONAL FINANCE**—so that students can use knowledge about the economy and finance to understand and manage their roles in these systems and to make wise decisions related to their personal financial affairs and to the organizations in which they are employed and expected to manage resources.
- **ENTREPRENEURSHIP**—so that students develop an appreciation for the importance of recognizing and acting on new business opportunities, not only in small business but also in corporate environments.
- **INFORMATION TECHNOLOGY**—so that students develop the ability to analyze, synthesize, and evaluate situations at home, school, or work, and then apply technology to solve problems and complete tasks efficiently and effectively.
- **INTERNATIONAL BUSINESS**—so that students understand the interrelatedness of one country’s political policies and economic practices on another and learn to function in the global business environment.
- **MANAGEMENT**—so that students learn to maximize the utilization of human resources, including their own, effectively and efficiently.
MARKETING—so that students realize the processes and functions involved in providing products or services that meet consumers’ wants and needs, as well as gain a clearer picture of how key business functions are directly related to marketing activities.

In addition, each content area emphasizes the twin threads of information technology and human relations—technology because it is the problem-solving and decision-making tool that supports every discipline, and human relations because no business, not even a technology-based business, can succeed if it ignores the human factor.

The curriculum as a whole focuses on continuous quality education. Students master the knowledge, applications, and attitudes that will reinforce workplace competencies. Assessment is both a measure of competence (summative) and a teaching strategy (formative); what is not mastered at one level becomes the focus of successive learning experiences.

Achievement standards and performance expectations throughout the discipline of business education provide a road map for the teacher, administrator, or curriculum designer who wishes to integrate business education in a developmentally appropriate manner. And transition-to-work strategies offer students the life and career connections that enable them to explore potential work and business opportunities.

THE LEARNING EXPERIENCE: RELEVANT, AUTHENTIC, REAL-LIFE
Students are motivated and learn best when they understand the relevance of what they are studying. Perhaps more than any other discipline, business education programs provide rich opportunities for relevant, real-world learning experiences. These experiences, often taught using a project-based learning approach, reinforce high academic standards and at the same time provide authentic contexts in which students can apply what they learn.

By giving students opportunities to apply skills in real-world contexts, teachers pave the way for competency-based mastery learning. Students actively engage in learning experiences that teach them what they should know and be able to do in business, while their teachers, using a variety of instructional strategies, function as facilitators and guides. This not only provides opportunities for learning more than just the immediate project skills, but also provides unique opportunities for building relationships.

A DEVELOPMENTAL APPROACH TO CONTENT MASTERY
The National Standards for Business Education incorporates a developmental approach to content mastery. For example, content at the elementary level introduces young learners to the excitement of studying about business and leads them to progressively higher levels of rigor at each succeeding level. This developmental approach is reflected in the numbering system (levels 1, 2, 3, and 4) included in each content area. (It is important to note that school systems may vary in which grade levels are considered “elementary” [level 1]; middle school/junior high [level 2]; and secondary [level 3].) The developmental levels used in this document are as follows:

Level 1: Elementary (Grades K–6)
Business educators at this level begin with the assumption that learning is lifelong. They serve as resource persons: technology coordinators, peer coaches, media specialists, or team teachers. By partnering with elementary teachers, business educators are able to integrate technology and career awareness into the curriculum.

Level 2: Middle School/Junior High (Grades 6–9)
In middle school/junior high, business educators teach students to use technology effectively in the learning process, regardless of subject matter. Students are introduced to key concepts in basic business, entrepreneurship, and personal finance and how these concepts...
are integrated in a business venture. In realistic simulations, learners apply technology skills and demonstrate the soft skills needed to become effective and successful in the business world.

**Level 3: Secondary (Grades 9–12)**

Business educators at the secondary level facilitate learning in a student-centered environment, guiding learners as they develop the skills needed to be effective consumers, citizens, workers, and business leaders. Learning is customized; students select projects based on personal and career interests. Working independently or in teams, students use a wide range of technologies to solve unstructured problems. All of these opportunities support students’ desires for independence and creativity, as well as their need for collaboration. Learners continue to explore careers, apply work-based skills, gain business experience, and participate in student organizations.

**Level 4: Two-Year Postsecondary/Community College or Technical College**

Two-year postsecondary/community colleges or technical colleges are ideal places for providing education and training to people who want to broaden their educational experiences, change careers, expand employability options, and/or upgrade technological skills. Certificate and degree programs, when combined with practical work experiences, can smooth the transition from high school to two- and four-year colleges or to the business world. The variety of available learning formats affords students the opportunity to develop advanced technological skills; refine their understanding of economic principles and systems; and enhance their proficiency in communication, critical thinking, management, personal finance, problem solving, team building, and decision making.

**Clearly Articulated Achievement Standards and Performance Expectations**

Each of the 10 business education content areas lists achievement standards and accompanying performance expectations for each developmental level. Each achievement standard states the understanding and competency that students should attain. Each performance expectation delineates what students must do to exhibit the knowledge and the skills required to meet the achievement standard. If a content area is taught only at and above the secondary education level, performance expectations are listed for only the higher developmental levels (i.e., level 3–4).

The team of content experts and reviewers who contributed to this document assigned performance expectations to specific developmental levels based on the team members’ experience that students at those levels should be ready to master those expectations. Yet flexibility is a key factor in using this document. Curriculum writers should note that students at the secondary level, for example, may not have mastered competencies at level 1 or 2. Curriculum writers should, therefore, include the lower-level competencies when developing learning experiences.

One note of particular importance is that this document does not restrict performance expectations to specific courses. Rather, performance expectations for a particular developmental level can be included in one course or integrated into several courses. Curriculum designers will, therefore, find the flexibility of this document useful for creating interdisciplinary learning experiences. A particularly relevant example is the use of international business standards in all business education disciplines, which enables the internationalization of the curriculum to reflect the impact of the global economy on the workplace.

**Common Core Standards**

In 1994, the National Business Education Association’s (NBEA) initiative to develop and publish the *National Standards for Business Education* launched a two decade effort to set standards at national and state levels as a means for improving teaching and learning in business education. In 2010, the National Governor’s Association (NGA) and the Council of Chief State School Officers (CCSSO) released the *Common Core State Standards for Mathematics* and the *Common Core State Standards for English Language Arts and..."
Literacy. The common core’s emphasis on infusion of standards for literacy in information and communications technologies and its inclusion of standards for reading, writing, and mathematics provide an opportunity for business educators to work with educators in other academic disciplines to reinforce and strengthen key academic skills and knowledge essential for all students.

Achievement standards and performance expectations in each of the 10 content areas of the National Standards for Business Education reinforce and help students achieve grade-specific standards in reading, writing, speaking, listening, language, and mathematics identified in the common core standards as essential for college preparation and career readiness. NBEA encourages business educators to crosswalk standards in the National Standards for Business Education and state standards documents with state common core standards and interact with school administrators and teachers in other academic disciplines to demonstrate the benefits of business education and its reinforcement of core learning.

AN EDUCATION FOR THE FUTURE
As the nature of work continues to change, business education becomes increasingly important for all students. NBEA and its members believe that if young people are to take their rightful place in society as productive and responsible citizens, they should have the chance to study the principles of business as they relate to their personal and professional lives.

Many, if not most, graduates of business education programs will travel to, live, and work in other countries; interact with foreign colleagues on American soil; or serve as members of virtual global work teams. More and more Americans will earn their living as small business owners and entrepreneurs, perhaps extending their services to international arenas and potentially overlooked markets. The possibilities are numerous, challenging, and exciting; and if students are to take advantage of them, they must be educated in the competencies that facilitate success.

The mastery of these standards offers that kind of education. Representing the best thinking of some of this country’s most outstanding business educators, this document is one to be proud of, to hold up as a model, and to celebrate. It signifies renewed commitment on the part of educators and business leaders to strengthen schools and the American economy by educating students for business, for life, and for the future.

ACKNOWLEDGMENTS
This updated version of the National Standards for Business Education is possible only because so many NBEA members agreed to serve as writers and reviewers of the document. NBEA is indebted to their hard work, commitment, and belief that this project was worthy, possible, and critical to quality education for all students.

NBEA is also indebted to the business professionals who served as writers and reviewed the achievement standards and performance expectations for each content area in this publication, making numerous and thoughtful recommendations for content revision. Their input was not only invaluable but a testament to the importance of sustaining partnerships between business professionals and business educators. These standards—and indeed the curriculum—are all the richer for their contributions.

NBEA wishes to thank and award special recognition to the following individuals:

- Karen S. Williams, NBEA Curriculum Administrative Committee Chair, whose dedication and guidance led to the successful completion of this project.
- Janet M. Treichel, NBEA Executive Director, who provided the vision and support that led to the production and dissemination of this document in classrooms nationwide.
Accounting
Accounting is the language of business and an integral aspect of all business activities. Mastery of fundamental accounting concepts, skills, and competencies is essential to making informed business decisions. Regardless of students’ chosen course of study or career path, accounting prepares them to be educated business professionals and informed consumers.

The accounting standards reflect the importance of being able to understand, interpret, and use accounting information to make financial decisions. In particular, the standards focus on the ability to
- read, interpret, and analyze financial information;
- apply generally accepted accounting principles;
- understand how the accounting system provides business information;
- recognize the various users of accounting information; and
- understand the dynamic nature of the business environment in which accounting information is used.

The accounting standards also focus on the skills and competencies students need to acquire and develop as they further their education, prepare to enter the workforce, and pursue their chosen career path. These skills include
- strategic and critical thinking;
- risk analysis;
- problem solving and decision making;
- communication;
- team work and leadership;
- the ability to employ and use technology; and
- an awareness of the legal and regulatory environment, with an emphasis on ethical responsibility.

Communication skills—written and oral—and the ability to use technology to meet business needs are of particular importance, because they are critical to success not only in the accounting profession and accounting-related careers, but to all careers in business. By emphasizing and incorporating communication and technology skills into an accounting curriculum, educators can both enhance accounting-related learning outcomes and develop the skills and competencies all students will need as they prepare to enter, and make an impact in, the workforce.

The accounting standards identify the knowledge and skills appropriate for courses at both the high school and two-year college levels. Performance expectations appropriate for the second year of high school accounting are indicated with an asterisk.

Achievement Standard: Explain the role that accountants play in business and society.

Level 3–4 Performance Expectations
- Describe the current and historical regulatory environment of the accounting profession
- Identify the major-policy setting bodies in the accounting profession and explain their role
- Explain how current events impact the accounting profession
- Explain the need for a code of ethics in accounting and the ethical responsibilities required of accountants
- Explain how accounting information is used to allocate resources in the business and personal decision-making process

Achievement Standard: Describe career opportunities in the accounting profession.

Level 3–4 Performance Expectations
- State and explain the role, service or mission of student and professional accounting organizations and associations
- State and explain the professional designations and certifications in the accounting profession
- Explain the educational requirements for various careers, professional designations and certifications in the accounting profession
Achievement Standard: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career.

Level 3–4 Performance Expectations
- Deliver a speech and make a presentation
- Perform research and communicate in writing the results of the research
- Demonstrate ethical decision-making skills and conduct in a business scenario
- Apply analytical and critical-decision making skills
- Identify and use information technology productively
- Exhibit leadership skills
- Demonstrate the ability to work within a team concept

II FINANCIAL REPORTS

Achievement Standard: Use an annual report and financial statements to make informed business decisions.

Level 3–4 Performance Expectations
- Identify sources for obtaining financial reports
- Describe the users and uses of financial information
- Identify the sections in an annual report and explain the purpose of each section
- Explain the role of management and the auditor in preparing and issuing an annual report
- Identify and explain the types of audit opinions
- Explain the role of accounting and regulatory organizations in relation to financial reports
- Describe the information provided in each financial statement and how the statements articulate with each other
- Describe the relationship between assets, liabilities and equity on the balance sheet
- Identify and explain the classifications within assets, liabilities, and equity
- Identify the different formats of an income statement
- Identify the classifications in an income statement and explain their relationship to each other (revenue, expense, gains, losses)
- Describe changes in the ownership structure using the statement of equity
- Explain how and why the conceptual framework of accounting and generally accepted accounting principles provide guidance and structure for preparing financial statements
- Describe the different forms of business ownership and the advantages and disadvantages of each form
- Explain how the different forms of business ownership are reported in the financial statements
- Identify the different types of business operations
- Explain how the different types of business operations are reflected in the financial statements

Level 3*–4 Performance Expectation
- Identify and explain the business activities reported in a statement of cash flows (operating, investing, financing)
Level 4 Performance Expectations
- Define comprehensive income and describe its relationship to operating results
- Describe how disclosure requirements impact financial reporting

Level 3–4 Performance Expectations
- Discuss the information that can be obtained from analyzing financial statements
- Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain the information that can be obtained from each type of analysis
- Perform a horizontal and vertical analysis of the income statement and balance sheet
- Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, return on assets, return on operating assets, sales turnover)
- Assess liquidity and solvency by calculating and interpreting financial ratios (working capital, current ratio, quick ratio, cash ratio, inventory turnover, accounts receivable turnover, operating cycle)
- Compare and contrast debt and equity financing and explain the impact on the financial statements
- Assess capital structure by calculating and interpreting financial ratios (debt ratio, long-term debt ratio, debt-to-equity ratio, Times-Interest-Earned ratio)
- Research industry averages and explain their use in assessing the financial condition, operating results, profitability, liquidity and capital structure
- Apply information technology to conduct financial analysis
- Identify and explain common methods for manipulating financial statements and financial ratios
- Describe the ethical and legal implications resulting from the manipulation of financial statements and financial ratios

Level 3*–4 Performance Expectations
- Use the statement of cash flow to analyze business activities (operating, investing, financing)
- Analyze cash flow from operating activities to assess profitability and liquidity

ACCOUNTING PRINCIPLES

Achievement Standard: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.

A. CONCEPTUAL FRAMEWORK FOR FINANCIAL REPORTING

Level 3–4 Performance Expectations
- Describe and explain the conceptual framework of accounting and generally accepted accounting principles and assumptions
- Discuss the U.S. GAAP and International Financial Reporting Standards (IFRS) Convergence Project and explain the role of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (IASB)
B. ASSETS

Level 3–4 Performance Expectations
- Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement
- Record transactions for accounts receivable, including uncollectible accounts, write-offs, and recoveries
- Explain the difference between the periodic and perpetual inventory methods
- Determine the cost of inventory for merchandising and manufacturing businesses and apply appropriate valuation methods
- Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement
- Describe the criteria used to distinguish between capital expenditures and revenue expenditures
- Determine the costs of property, plant and equipment, natural resources and intangible assets
- Explain the purpose of cost allocation
- Identify, calculate and record depreciation, depletion and amortization and explain the impact on the financial statements
- Determine the impact on the financial statements when assets are sold, disposed, or rendered obsolete

Level 4 Performance Expectation
- Record transactions for long-term debt instruments

C. LIABILITIES

Level 3 Performance Expectations
- Record transactions for accounts payable and other short-term debt
- Determine the initial valuation of long-term debt instruments and their impact on the financial statements
- Record transactions for long-term debt instruments

Level 3*–4 Performance Expectation
- Calculate the cost of borrowed funds and determine the impact on the financial statements

Level 4 Performance Expectation
- Identify liabilities categorized as other long-term obligations, such as deferred income tax liability and post-retirement benefits

D. EQUITY

Level 3 Performance Expectations
- Explain how operating results, capital contributions and distribution of earnings affect equity for the various types of ownership structures
- Identify and describe the different classes of stock and explain the rights afforded each class of stock
- Record equity-related transactions

Level 3*–4 Performance Expectation
- Explain how the acquisition and sale of company’s own stock affects the financial statements
- Differentiate between stock splits and stock dividends and explain how each affects equity
Level 4 Performance Expectation
- Explain how other comprehensive income affects equity

E. REVENUE
Level 3-4 Performance Expectations
- Describe the criteria used to determine revenue recognition
- Record revenue-related transactions

F. EXPENSE
Level 3-4 Performance Expectations
- Describe the criteria used to determine expense recognition
- Record expense-related transactions

G. GAINS AND LOSSES
Level 3-4 Performance Expectations
- Distinguish between revenue and gains
- Distinguish between expenses and losses
- Record transactions resulting in gains and losses

ACCOUNTING PROCESS

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

Level 3–4 Performance Expectations:
- Explain the purpose of the accounting system
- Explain the purpose of journals and ledgers and their relationship
- Describe the impact of technology on the accounting process
- Identify and explain the advantages and disadvantages of different types of accounting systems
- Differentiate between accounting and bookkeeping

- Describe and analyze how business transactions impact the accounting equation
- Apply the double-entry system of accounting to record business transactions and prepare a trial balance
- Explain the need for adjusting entries and record adjusting entries
- Explain the purposes of the closing process and record closing entries
- Prepare the financial statements for the different types of business operations and ownership structures
- Describe the relationship between the closing process, the financial statements and the post-closing trial balance

A. PLANNING AND CONTROL

Level 3–4 Performance Expectations
- Identify and apply internal control procedures used to safeguard assets and ensure the integrity of the accounting information system
- Explain how to apply appropriate information technology to the accounting system
- Explain how to use activity-based costing and why it is used

Level 3*–4 Performance Expectations
- Explain and compare the behavior of fixed, variable, and mixed costs
- Apply cost-volume-profit and contribution margin analyses in planning operations
- Prepare a budget for planning purposes

Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make informed business decisions.
Level 4 Performance Expectations

- Explain the composition of taxable income and calculate income tax
- Complete individual income tax forms
- Identify, discuss and apply strategies for minimizing taxable income
- Distinguish between tax avoidance and tax evasion

B. DECISION MAKING

Level 3–4 Performance Expectation

- Explain how accounting information facilitates management decision-making

Level 3*–4 Performance Expectation

- Apply differential analysis to make the following types of decisions: make or buy a product; lease or buy an asset; discontinue a department, plant, or product; offer discounted prices on special orders; replace or repair equipment

Level 4 Performance Expectation

- Apply present-value concepts to evaluate capital investment opportunities

B. FINANCIAL REPORTING

Achievement Standard: Distinguish between generally accepted accounting principles and income tax law.

Level 3–4 Performance Expectation

- Explain why income for financial reporting and taxable income are calculated differently

Levels 3*–4 Performance Expectation

- Identify and explain permanent and temporary difference in net income and taxable income

Level 4 Performance Expectation

- Calculate permanent and temporary differences in net income and taxable income

C. PAYROLL

Achievement Standard: Apply appropriate accounting practices to payroll.

Level 3–4 Performance Expectations

- Calculate net pay
- Calculate employer’s payroll taxes
- Prepare payroll reports
Business Law
BUSINESS LAW

BUSINESS LAW addresses statutes and regulations affecting businesses, families, and individuals in their related roles. A knowledge of business law is useful for all students, because all students eventually assume roles as citizens, workers, and consumers in their communities and in society at large.

Businesses operate in an increasingly global environment, where the laws of different governments and judicial systems might conflict. Thus, business students must include in their academic preparation a basic knowledge of the legal system and how business law impacts commerce in their own country and abroad (i.e., the impact of globalization). They must also understand that state, territory, province, or federal law must sometimes work in conjunction with international law. Each component of the business law standards therefore includes performance expectations related to the laws of different countries. The standards also challenge students to distinguish unethical from illegal behavior and to understand the rising importance of social responsibility as an important aspect of corporations and organizations as global citizens.

Although the standards addressed in this document relate primarily to secondary and postsecondary students, standards for elementary and middle school are also included to give students at those levels a basic understanding of law, the legal system, and what it means to exhibit ethical behavior.

BASICS OF THE LAW

Achievement Standard: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

A. THE LAW, ETHICS, AND SOCIAL RESPONSIBILITY

Level 1 Performance Expectations
- Define law
- Define ethics
- Examine a person’s responsibility to obey the law
- Identify ethical character traits and values (e.g., honesty, integrity, compassion, and justice)
- Determine how businesses can meet their social responsibilities

Level 2 Performance Expectations
- Explain the relationship between law and ethics
- Describe the role of values in constructing an ethical code and a legal system

Level 3 Performance Expectations
- Distinguish unethical from illegal conduct
- Identify consequences of unethical conduct
- Identify consequences of illegal conduct
- Identify factors that contribute to developing ethical and legal lifestyles

The Role of Business Law in Business Education
List the four main sources of the law
Demonstrate the need for social responsibility

**Level 4 Performance Expectations**
- Explain ethical relativism, social contract ethics, utilitarianism, and rational ethics
- Analyze and solve difficult ethical and legal problems
- Discuss the differences in ethical and legal systems between sample states and sample nations
- Identify ethical problems resulting from contemporary business technology
- Define globalization and explain the effects that globalization can have on ethics and law
- Explain negative rights theory
- Compare and contrast the ethic of responsibility and the ethic of benevolence in foreign affairs

**B. SOURCES OF THE LAW**

**Level 1 Performance Expectation**
- Explain the purposes of a constitution

**Level 2 Performance Expectations**
- Describe the branches of the federal government as presented in the U.S. Constitution
- Define statutory law
- Identify the purposes of statutory law
- Describe how a bill becomes a federal law
- Define regulations and explain how administrative agencies create regulations

**Level 3 Performance Expectations**
- Explain the roles of the local, state, and federal governments
- Describe the powers of the federal and state governments as stated in the U.S. Constitution
- Identify the basic freedoms guaranteed by the Bill of Rights
- Describe several key constitutional amendments beyond the Bill of Rights
- Compare and contrast the U.S. Constitution with state, territory, and province constitutions
- Explain how courts make law using precedent and the role of stare decisis
- Explain how to read both case and statutory citations

**Level 4 Performance Expectations**
- Define executive order
- Explain how treaties are created
- Explain the relevance of treaties to the business environment
- Analyze the constitutionality of various statutes and regulations
- Compare and contrast the sources of the law in sample countries outside the United States and Canada
- Compare and contrast sources of international law
- Explain the relationship between national and international law
- Locate, interpret and analyze selected treaties

**C. STRUCTURE OF THE COURTS**

**Level 1 Performance Expectation**
- Explain the function of the court

**Level 2 Performance Expectations**
- Describe the basic structure of the national and state, territory, and province court systems
- Distinguish between the roles of legal professionals (e.g., judges, lawyers, and paralegals)

**Level 3 Performance Expectations**
- Differentiate among cases that belong in the federal and state, territory, and province court systems
- Compare the role of the juvenile court with other courts
Level 4 Performance Expectations

- Explain the role of the national and state, territory, and province appellate courts
- Explain the roles of the U.S. Supreme Court and supreme courts in the states, territories, and provinces
- Analyze the impact of the Internet on questions of court jurisdiction
- Explain why certain cases reach the U.S. Supreme Court
- Explain why certain cases reach international courts
- Define the roles of the International Law Commission, the U.N. Commission on International Trade Law, the U.N. Commission on Contracts for the International Sale of Goods (CISG), the International Monetary Fund, the World Bank, and the World Trade Organization
- Contrast the roles of the International Court of Justice and the International Criminal Court
- Discuss types of legal systems that are different from the U.S. and Canadian systems

D. PROCEDURAL LAW

Level 1 Performance Expectation

- Understand the function of procedural law

Level 2 Performance Expectation

- Distinguish between procedural law and substantive law

Level 3 Performance Expectations

- Define litigation
- Explain the movement to mediate juvenile cases outside of the traditional court system
- List and explain the steps in criminal and civil trials
- Describe the appellate process in criminal and civil cases

Level 4 Performance Expectations

- Define the purpose of the statute of limitations
- Discuss the rights and responsibilities of businesses when served with subpoenas or search warrants
- Analyze the due process requirements for administrative hearings
- Explain the new techniques involved in cyber-filing, cyber-discovery, and electronically stored information (ESI)

E. ALTERNATE DISPUTE RESOLUTION

Level 1 Performance Expectation

- Identify different ways disputes can be resolved

Level 2 Performance Expectation

- Define the different types of alternate dispute resolution (ADR)

Level 3 Performance Expectation

- Explain the advantages and disadvantages of arbitration, mediation, and conciliation

Level 4 Performance Expectations

- Distinguish between reactive and proactive ADR techniques
- Identify and analyze different types of reactive and proactive ADR techniques
- Identify and analyze several types of governmental ADR techniques

F. CRIMINAL LAW

Level 1 Performance Expectation

- Define criminal law

Level 2 Performance Expectations

- Differentiate between categories of crime (e.g., treason, felony, and misdemeanor)
Level 3 Performance Expectations

- Define different types of business crime (e.g., arson, forgery, and embezzlement)
- Explain the concept of white collar crime and provide examples
- Determine several defenses to criminal acts (e.g., insanity defense and self-defense)

Level 4 Performance Expectations

- Differentiate between the penalties for committing felonies and misdemeanors
- Analyze the statutory and Supreme Court criteria for imposing the death penalty
- Describe the consequences of violating international law
- Analyze the impact and consequences of selected criminal violations on businesses

II CONTRACT LAW, LAW OF SALES, AND CONSUMER LAW

Achievement Standard: Analyze the relationships between contract law, law of sales, and consumer law.

A. CONTRACT LAW

Level 1 Performance Expectations

- Explain the nature of a contractual relationship
- Recognize the responsibilities created by a contract

Level 2 Performance Expectations

- List the elements required to create a contract
- Explain the rehabilitation principle in contract law

Level 3 Performance Expectations

- Explain the development of the law merchant and its merger with common law
- Differentiate among contractual characteristics (e.g., bilateral and unilateral, express and implied, and oral and written)
- Explain how offer and acceptance can create contractual rights and duties
- Define counteroffer and describe the effects of a counteroffer in various contractual situations
- Determine when an agreement is definite enough to be enforced as a contract
- Differentiate between the ways that mutual assent can be undermined.
- Define and distinguish between different types of consideration

G. TORT LAW

Level 1 Performance Expectation

- Define civil law

Level 2 Performance Expectations

- Distinguish between civil and criminal law
- Identify different areas of civil law that impact businesses (e.g., tort, contract, and property law)

Level 3 Performance Expectations

- Distinguish between a tort and a crime
- Differentiate between and give examples of negligence and intentional torts
- Explain the concepts of the reasonable person test and proximate cause
- Explain the concept of strict liability and describe circumstances under which it is imposed
- Define “negligence per se” and give examples of circumstances under which it applies
- Describe the penalties available in criminal law and the remedies available in tort law

Level 4 Performance Expectations

- Analyze the impact and consequences of selected tort violations on businesses
- Differentiate between survival statutes and wrongful death statutes
Level 3 Performance Expectations

- Identify the source of law that applies to contracts for (a) goods, (b) services, and (c) real property
- Explain when to apply the Uniform Commercial Code (UCC)
- Recognize the principal differences between the Uniform Commercial Code and the UN Convention on Contracts for International Sale of Goods
- Give examples of special rules that apply to sales contracts that do not apply to other contracts
- Clarify when sales contracts must be written
- Judge whether a particular writing meets the requirements of the UCC
- Compare an auction with reserve with an auction without reserve.
- Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act, and the Millennium Digital Commerce Act
- Discuss the issue of taxation and cyber-commerce

Level 4 Performance Expectations

- Explain when title and risk of loss pass in a sale of goods
- Distinguish between rejection of non-conforming goods and revocation of acceptance
- Explain the nature of warranties
- List and explain the remedies of the seller when the buyer breaches the sales contract
- List and explain the remedies of the buyer when the seller breaches the sales contract
- Determine the circumstances in which the parties may limit the damage recovery of the opposing party

Level 4 Performance Expectations

- Explain a minor’s right to avoid a contract
- Identify categories of people who lack contractual capacity
- Describe the concept of unconscionability and compare it to illegality
- List the essential information that should be included in writing under the statute of frauds
- Describe the various rules applied to the interpretation of contracts.
- Explain the various rules applied to contracts involving third parties
- List the ways a contract can be discharged
- Describe breach of contract
- Describe the remedies available when a contract is breached
- Identify problems created when contracts are negotiated and entered over the Internet
- Discuss the impact of the laws of sample countries other than the U.S. and Canada on contractual transactions

Level 3 Performance Expectations

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- List and explain the remedies of the buyer when the seller breaches the sales contract
- Determine the circumstances in which the parties may limit the damage recovery of the opposing party

B. LAW OF SALES

Level 2 Performance Expectations

- Define goods
- Distinguish goods from services and real property
The document contains key performance expectations for national business education association. It is divided into three main sections: National Business Education Association, Consumer Law, and Agency and Employment.

### National Business Education Association

- Describe when the statute of limitations usually begins and ends in a sales transaction
- Discuss the impact of the laws of different countries on sales transactions
- Analyze the impact of international law on sales transactions
- Explain the effects of a sale-or-return and a sale-on-approval

### Consumer Law

#### Level 3 Performance Expectations

- Identify and state the purpose of legislation that regulates consumer credit and electronic credit transactions (e.g., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act)
- Discuss consumer protection legislation at the state and federal levels
- Define the terms “unfair business practice”
- Define the term “false and misleading advertising”
- Describe the consequences of violating consumer statutes
- Discuss the difference between unsafe products and dangerous products
- Explain the purpose of the Consumer Product Safety Act
- Explain the interplay of tort law with the Consumer Product Safety Act.

#### Level 4 Performance Expectations

- Analyze the role of U.S. and state attorney generals in enforcement of consumer protection statutes
- Discuss the impact of different state laws concerning consumer protection for businesses using the Internet or involved in e-commerce.
- Compare and contrast the requirements for consumer contracts with the requirements for non-consumer contracts
- Discuss the impact of the laws of different countries on consumer protection
- Contrast consumer protection in cyber-commerce in the U.S. with that provided by the EU
- Discuss the impact of the U.S. Safe Harbor principles on international cyber-contracts
- Analyze the impact of international law on consumer protection

### Agency and Employment

Achievement Standard: Analyze the role and importance of agency law, and employment law as they relate to the conduct of business in the national and international marketplaces.

#### A. Agency Law

- Define agency

#### Level 2 Performance Expectations

- Demonstrate an understanding of agency
- List the ways agency relationships may be created

#### Level 3 Performance Expectations

- Distinguish among agents, independent contractors, brokers, bailees, and trustees
- Distinguish among a general power of attorney, a durable power of attorney, and a limited power of attorney
- Explain the different types of agents
- Explain the different types of principals
- Define ratification
- Explain vicarious liability

#### Level 4 Performance Expectations

- Differentiate between the types of agency authority (e.g., express, incidental, customary, and apparent)
B. EMPLOYMENT LAW

Level 1 Performance Expectation
- Explain the nature of the employer-employee relationship

Level 2 Performance Expectations
- Explain the doctrine of employment-at-will
- Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort
- Explain the employment doctrine of implied covenant

Level 3 Performance Expectations
- Explain the relationship of Title VII of the Civil Rights Act to employment
- Explain the difference between disparate treatment and disparate impact in discrimination cases
- Determine what questions can and cannot be asked during an employment interview
- Describe the employer’s responsibilities to verify an employee’s citizenship status in the U.S.
- Describe the need for a social media policy in businesses

Level 4 Performance Expectations
- Determine the enforceability of non-competition and confidentiality clauses in employment agreements
- Discuss the impact of immigration regulations to the operation of businesses
- Discuss the impact of the laws of different countries on employment
- Analyze the impact of international law on employment
Achievement Standard: Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.

A. SOLE PROPRIETORSHIPS AND PARTNERSHIPS

Level 1 Performance Expectation
- List the most common forms of business associations

Level 2 Performance Expectations
- Define sole proprietorship
- Define partnership
- Describe the powers and duties of partners
- Distinguish between the different types of partners (e.g., silent, dormant, and secret)

Level 3 Performance Expectations
- Explain the legal procedures for forming and running a sole proprietorship
- Describe the Uniform Partnership Act [UPA] and/or the Revised Uniform Partnership Act [RUPA]
- Explain the property rights under the UPA and/or the RUPA
- Explain all additional rights and duties involved in partnerships under the UPA and/or the RUPA
- Describe the process of ending a partnership under the UPA and/or the RUPA
- Explain the difference between the disassociation and the dissolution of a partnership
- Distinguish between a limited partnership and a general partnership
- Describe how the RUPA affects limited partnerships

Level 4 Performance Expectations
- Discuss the impact of the laws of different countries on partnerships
- Analyze the impact of international law on partnerships
- Explain the relevance of federal and states securities regulations to all partnerships

B. CORPORATIONS

Level 1 Performance Expectation
- Define corporation

Level 2 Performance Expectation
- Explain why a corporation is a legal entity

Level 3 Performance Expectations
- Differentiate between types of corporations (e.g., profit, nonprofit, professional, domestic, foreign, and alien)
- Explain the steps involved in forming a corporation
- Explain when the courts may disregard the corporate entity and “pierce the corporate veil”
- Describe the functions of the board of directors and officers of a corporation
- Differentiate between common and preferred stock
- Identify shareholder rights
- Explain the nature of the shareholders’ liability

- Explain the rights and duties of limited partners and general partners in a limited partnership
- Explain the distribution of assets after the dissolution of a limited partnership
- Differentiate between other partnership-type business organizations (e.g., joint ventures, limited partnership associations, and registered partnerships having limited liability)
Describe when promoters, directors, and officers are liable to the corporation, shareholders, and third persons
Describe how shareholders can increase corporate voting control
Explain the role of the Business Judgment Rule in determining corporate director liability
Differentiate between direct and derivative shareholder lawsuits
Explain the effect of the Antitrust Improvement Act on American companies involved in foreign markets
Describe the ways a corporation can be terminated

Level 4 Performance Expectations
- Explain the nature of a blue-sky law and provide some examples of such laws
- Discuss the roles of directors and officers regarding the sale of shares of stock and other securities.
- Outline the function of the Securities Exchange Commission
- Outline the effects of the Sarbanes-Oxley Act on corporate director liability
- Outline the effects of the Dodd-Frank Act on corporate director liability
- List the key provisions of the Foreign Corrupt Practices Act (FCPA).
- Describe the characteristics of a franchise
- Describe where a franchise fits in the economic and legal framework
- Discuss the impact of the laws of different countries on corporations, especially in relation to the EU and the advantages associated with incorporating in one European country rather than another.
- Analyze the impact of international law on corporations

V. PROPERTY LAW

Achievement Standard: Explain the legal rules that apply to personal property, real property, and intellectual property.

A. PERSONAL PROPERTY

Level 2 Performance Expectations
- Compare and contrast real property, personal property, and fixtures
- Give examples of tangible and intangible personal property

Level 3 Performance Expectations
- List different methods by which property is acquired
- Identify the requirements of a completed gift
- Identify the forms of co-ownership of personal property
- Explain the standard of care that different bailees must exercise over bailed property
- Identify the extraordinary obligations of innkeepers, common carriers, and warehouseers

C. LIMITED LIABILITY COMPANIES

Level 3 Performance Expectations
- Define a limited liability company
Level 4 Performance Expectations

- Describe some protections given in copyright and trademark matters by the Patent Cooperation Treaty and the Paris Convention for the Protection of Industrial Property
- Describe the impact of international law on personal property transactions

B. REAL PROPERTY

Level 3 Performance Expectations

- Distinguish among liens, licenses, and easements
- List the major estates in real property
- Describe the major features of each of the major estates in real property
- List and describe the forms of co-ownership of real property
- Explain the method of transferring title (deeding) to real property
- Describe the kinds of rental relationships that landlords and tenants may create
- Explain the rights and obligations of landlords and tenants on the termination of a lease.

Level 4 Performance Expectations

- Compare and contrast the four kinds of deeds in common use and point out when each would be used.
- Determine methods of transferring real property other than by sale
- Distinguish between a lease and a deed
- Compare condominium, cooperative, and timeshare ownership of real property
- Describe the various kinds of mortgages.
- Explain the impact of zoning regulations on the use of property for business purposes
- Analyze the relationship between the government power of eminent domain and property rights

C. INTELLECTUAL PROPERTY

Level 2 Performance Expectation

- Identify the types of intellectual property e.g. trademark, tradename, trade dress, copyright, patent, trade secret)

Level 3 Performance Expectations

- Describe how each type of intellectual property is created and legally protected
- Describe how intellectual property rights terminate or can be lost
- Discuss the principal features of the Federal Patent Statute
- Explain the procedure for obtaining a copyright
- Explain copyright infringement and the fair use doctrine
- Discuss the principal features of the Computer Software Copyright Act, the No Electronic Theft Act, and the Digital Millennium Copyright Act

Level 4 Performance Expectations

- Discuss the principal features of the America Invents Act of 2011
- Identify the treaties that regulate intellectual property in a global environment
- Identify the international laws that regulate intellectual property in a global environment
- Describe the criminal consequences for infringing on intellectual property rights
- Describe the civil consequences for infringing on intellectual property rights
- Explain the importance of filing for patents, copyrights, and trademark protection, in other countries
VI NEGOTIABLE INSTRUMENTS, INSURANCE, SECURED TRANSACTIONS, BANKRUPTCY

Achievement Standard: Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.

A. NEGOTIABLE INSTRUMENTS

Level 3 Performance Expectations
- Explain the concept of negotiability
- Distinguish negotiability from assignability
- Identify the essential elements of a negotiable instrument
- Describe the different types of negotiable instruments
- Describe the different types of indorsements
- Explain the contractual relationship between a bank and its customers
- Describe stop-payment orders
- Describe the legal effect of forgeries and material alterations

Level 4 Performance Expectations
- Explain the difference between negotiation of order paper and negotiation of bearer paper
- Explain the importance of warranty liability and its relationship to indorsements liability
- Describe the Shelter Provision and its exceptions
- List the requirements for becoming a holder in due course
- Distinguish between an ordinary holder and a holder in due course
- List and explain the universal defenses available against all holders
- Describe how the rights of a holder in due course have been limited by the Federal Trade Commission
- Distinguish between primary parties and secondary parties
- Describe presentment for payment
- Describe presentment for acceptance
- Explain the importance of giving notice of dishonor and when such notice is excused
- List and explain the various methods of discharge
- Identify the principal features of the Check 21 Act
- Contrast the legal ramifications of an oral stop-payment order with a written stop-payment order
- List the major features of electronic banking
- Describe the impact of treaties and the laws of different countries on negotiable instruments
- Describe the impact of international law on negotiable instruments

B. INSURANCE

Level 1 Performance Expectations
- Define insurance
- Explain the benefits of insurance

Level 3 Performance Expectations
- Explain the requirements for an insurable interest
- Compare and contrast the different types of life insurance
- Compare and contrast the different types of personal liability and property insurance
- Identify who can obtain flood insurance backed by the National Flood Insurance Program
- Explain some of the different kinds of health insurance coverage
- Explain relationship between health insurance and ERISA
Level 4 Performance Expectations
- Discuss the impact of the laws of different countries on insurance
- Analyze the impact of international law on insurance
- Analyze the impact of major disasters and mass torts on insurance

C. SECURED TRANSACTIONS
Level 3 Performance Expectations
- Describe a secured transaction and explain the requirements for creating a valid security interest
- Define the major types of collateral
- Compare and contrast a secured creditor with an unsecured creditor
- Determine the priority of secured and unsecured creditors

Level 4 Performance Expectations
- Define a security interest
- Explain how a security interest is created
- State the three requirements of a security agreement
- Distinguish between the attachment of a security interest and the perfection of a security interest
- State the UCC definition of consumer goods, inventory, equipment, farm products, purchase money security interest, buyer in the ordinary course of business, and after-acquired property
- Compare the perfection of a purchase money security interest of consumer goods with the perfection of inventory
- Explain the rights of the parties upon the debtor’s default
- Compare a contract of suretyship with a contract of guaranty
- Define the parties to a contract of suretyship and a contract of guaranty
- Explain the types of defenses that are available to a surety

D. BANKRUPTCY
Level 2 Performance Expectation
- Define bankruptcy

Level 3 Performance Expectations
- Describe Chapter 7 Bankruptcy of the federal bankruptcy law
- Explain the requirements for creditors to file for Chapter 7 involuntary bankruptcy
- Summarize the principal features of Chapters 11, 12, and 13 Bankruptcy Code
- Identify the eligibility requirements for debtors who must file for bankruptcy under Chapter 13
- Explain the procedure for the administration of the debtor’s estate

Level 4 Performance Expectations
- Explain bankruptcy exemptions
- Identify the limitation of the state homestead exemption
- List debts that are not extinguished by bankruptcy
- Discuss the distribution of an estate on liquidation
- Identify and discuss alternatives to bankruptcy
- Discuss the impact of the laws of different countries on bankruptcy
- Analyze the impact of international law on bankruptcy
Achievement Standard: Explain how advances in computer technology impact such areas as intellectual property, contract law, criminal law, tort law, and international law.

A. BASICS OF COMPUTER LAW

Level 2 Performance Expectations
- Define the key terms involved in computer law
- Identify the areas of the law affected by the use of computers

B. INTELLECTUAL PROPERTY

Level 3 Performance Expectations
- Describe when a computer program can be protected as a trade secret
- Describe the effects of a licensing agreement
- Explain the provisions of the Uniform Trade Secrets Act
- Explain the effects of the Anticybersquatting Consumer Protection Act on trademark remedies
- Determine when a computer program can be protected by a patent
- Determine when a computer program can be protected by a copyright
- Explain the steps in applying for a copyright
- Explain when a computer program copyright is violated

Level 4 Performance Expectation
- Explain the impact of various statutes and treaties regulating copyright protection including the No Electronic Theft Act, the Digital Millennium Copyright Act, and the World Intellectual Property Organization Phonogram Treaty

C. CONTRACT LAW

Level 4 Performance Expectations
- Determine when computer-related contracts are for service and when they are for sale-of-goods
- Outline the claims that are available in civil suits involving computer contracts
- Outline the defenses that are available in civil suits involving computer contracts
- Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act (the E-Sign Act), and the Millennium Digital Commerce Act
- Analyze the effects of the Worldwide E-Commerce Fraud Prevention Network

D. CRIMINAL LAW AND TORT LAW

Level 4 Performance Expectations
- Define the following computer-related crimes: cyberstalking, cyberspoofing, cyberextortion, phishing, cyberpiracy, identity theft, cyberterrorism, cybervandalism, and cybergerm warfare
- Define cyber invasion of privacy, data mining, and the difference between private-privacy and public-privacy in relation to computer records
- Explain the various statutes that deal with computers and privacy (The Fair Credit Reporting Act, the Right to Privacy Act, the Electronic Communications Privacy Act, the Drivers’ Privacy Protection Act, the USA Patriot Act, the E-Government Act, and the Identity Theft and Deterrence Act, and the Can-Spam Act)
- Explain the impact of other computer related statutes including the Communications Assistance for Law Enforcement Act (CALEA), the Economic Espionage Act (EEA), and the National Stolen Property Act (NSPA)
E. INTERNATIONAL LAW

Level 4 Performance Expectations
- Explain the European Data Protection Directive and the rules of the Federal Trade Commission in relation to privacy and the computer
- Explain the impact of various aspects of the global cyber-crisis including cyber strategies, and cyber solutions, cyber command, the Internet Complaint Center
- Discuss the impact of the laws of different countries on computer law
- Analyze the impact of international law on computer law

- Describe the various international initiatives that influence environmental regulations

Level 4 Performance Expectations
- Discuss the impact of the laws of different countries on environmental regulation
- Analyze the impact of international law on environmental regulation
- Analyze the impact of the United Nations Environment Program, the UN Conference on Environment and Development, and the Copenhagen Accord

B. ENERGY REGULATION

Level 1 Performance Expectation
- Explain the need for energy regulation and conservation

Level 2 Performance Expectation
- Discuss the historical development of energy regulation

Level 3 Performance Expectations
- Describe the various federal agencies (e.g., Department of Energy, Energy Regulatory Commission, and Nuclear Regulatory Commission) that impact energy regulation and conservation
- Describe the various state statutes that impact energy regulation and conservation

Level 4 Performance Expectations
- Discuss the impact of the laws of different countries on energy regulation and conservation
- Analyze the impact of international law on energy regulation and conservation
Achievement Standard: Explain the legal rules that apply to marriage, divorce, and child custody.

A. MARRIAGE

Level 1 Performance Expectations
- Define marriage
- Explain the rights and obligations that are involved in marriage
- Compare the definition of civil union with that of marriage

Level 2 Performance Expectation
- Contrast the age requirements for marriage under the laws of different states and other countries

Level 3 Performance Expectations
- Identify the terms that might be included in a prenuptial agreement
- Distinguish between common law and ceremonial marriages
- Identify the types of marriages that are prohibited by law
- Define “domestic partnership” and explain how it is created under various state laws
- Explain the tax implications of marriage

Level 4 Performance Expectations
- Explain some of the typical grounds for divorce and annulment

B. DIvORCE And CHILd CuSTODY

Level 2 Performance Expectations
- Contrast legal separation, annulment, divorce, and dissolution proceedings

WILLS And TRUSTS

Achievement Standard: Determine the appropriateness of wills and trusts in estate planning.

A. WILLS

Level 3 Performance Expectations
- Define testamentary capacity
- Define testamentary intent
- Identify the requirements necessary for a valid will
- Define a holographic will
- Distinguish between signing, attesting, and publishing a will
- Explain how a will may be modified or revoked
- Describe the protection given to spouses under the law of wills
- Describe the protection given to children under the law of wills
B. TRUSTS

**Level 3 Performance Expectations**
- Define a trust
- Identify the key characteristics of a trust
- Explain the advantages of establishing a trust
- Explain the disadvantages of establishing a trust
- Describe the various types of trusts

**Level 4 Performance Expectations**
- Identify the powers of trustees
- Identify the duties of trustees
- Identify the rights of beneficiaries
- Identify the duties of beneficiaries
- Discuss the impact of the laws of different countries on trusts
- Analyze the impact of international law on trusts
CAREER DEVELOPMENT differs from other curriculum areas in that it encompasses an individual’s total lifestyle—education, occupation, social responsibility, and leisure activities. Consequently, career development is best integrated into the entire curriculum rather than being viewed as an isolated unit of instruction studied at a specific time. When students begin career exploration at an early age, they gain a developmental understanding of their own strengths and weaknesses, the ever-evolving requirements of the workplace, and the relationship of lifelong learning to career success.

Because businesses increasingly view career development as an employee’s responsibility rather than the company’s responsibility, learning to conduct a career search and to identify career pathways has become an important part of every student’s education. Profound business and economic changes now underway in the United States and other industrialized countries are radically altering the workplace, including how workers shape their careers. For example, rather than charting a career path toward a single, long-term goal, individuals will explore multiple career paths and their interrelatedness. Workers will make career choices across their lifespan and many of these choices will be in virtual work environments.

The career development standards focus on the following skills:

- assessing personal skills, abilities, and aptitudes for making a good “career fit;”
- using career resources to explore career opportunities in both domestic and international markets;
- developing expectations for workplace-related values, such as a strong work ethic, good working relationships, ability to succeed in culturally diverse environments, strong communication skills, continual skill improvement, and competence in managing one’s career; and
- managing the school-to-work transition, including job-search strategies and opportunities for personal and professional growth.

Whether the methodology includes informational interviewing, Internet searches, mentoring, job shadowing, or school-to-career initiatives, these career development standards are appropriate for all students and all program areas and play an increasingly important role in the entire educational system.

### STRATEGIC CAREER PLANNING

Achievement Standard: Apply knowledge gained through individual assessment to develop a comprehensive set of goals and an individual career plan.

**A. SELF-ASSESSMENT**

**Level 1 Performance Expectations**

- List positive characteristics about self in relation to personal interests, talents and skills
- Identify likes and dislikes (e.g., personal, home and school responsibilities, hobbies and activities)
- Identify personal strengths and weaknesses

**Level 2 Performance Expectations**

- Identify individual abilities and interests
- Identify and correlate social, physical, personality characteristics, and interests with various career clusters
- Assess and analyze strengths and weaknesses relative to a variety of career options
- Formulate and implement a plan to address identified weaknesses
- Describe the relationship of assessed interests, talents and skills to academic and occupational skills

**Level 3 Performance Expectations**

- Assess and analyze personal interests, talents and skills as they may relate to a future career based on the completion of standardized career interest and personality indicator assessments
Level 2 Performance Expectations
- Demonstrate the ability to set, monitor, and achieve clearly defined goals
- Identify obstacles to achieving career goals
- Describe how career development is a continuous process involving a series of choices
- Determine how the expectations of others affect career goals
- Identify personal goals that may be achieved through a combination of work, community, social, and family roles
- Analyze personal choices in relation to lifestyle and the attainment of career goals
- Discuss appropriate responses to setback or failure

Level 3 Performance Expectations
- Compare advantages and disadvantages of various career development programs utilized to attain career goals (e.g., secondary and postsecondary education, distance learning, apprenticeship, military and employer-provided training)
- Determine how educational achievement impacts one’s choice of further training, a college major and entry into the job market

Level 4 Performance Expectations
- Relate the necessity of lifelong learning to the achievement of goals
- Determine how existing skills can transfer to new career goals
- Explain the importance of evaluating and revising goals as life changes occur

C. INDIVIDUAL CAREER PLAN

Level 1 Performance Expectations
- Explain the importance of developing a plan to achieve career goals
- Describe how short-term and long-term goal planning can be applied to a written career plan
Level 2 Performance Expectation
- Design a career plan that includes the investigation of career clusters, self-assessment, research, career alternatives, and high school course options
- Apply career goals, skills, and interests to the selection of high school courses
- Discuss methods to develop a list of career network contacts

Level 3 Performance Expectations
- Create and implement a career plan that includes the required steps to transition from high school to postsecondary education/training or the workforce
- Explore opportunities for appropriate employment and continuing education
- Discuss use of social media to develop a network of people who can assist in achieving career goals
- Locate sources of financial assistance
- List the steps necessary to apply for financial assistance
- Formulate an action plan to transition from secondary to postsecondary education, training, or employment

Level 4 Performance Expectations
- Formulate an action plan to transition from postsecondary education to work
- Revise and update individual career plan
- Use a variety of approaches to maintain and expand the network of people who can assist in achieving career goals

A. CAREER RESOURCES AND RELATED INFORMATION

Level 1 Performance Expectations
- Identify and describe careers of family members and/or friends
- Describe and give examples of career fields and/or clusters
- List and describe the contributions of various types of occupations in the community (e.g., banker, realtor, police officer, teacher, and firefighter)
- Relate information derived from self-assessment to career areas involving data, people, ideas, and/or things
- Use a questionnaire to guide a career exploration interview to determine educational requirements, starting salaries, career ladder opportunities, and industry trends

Level 2 Performance Expectations
- Identify community individuals from public, private and non-profit businesses and describe career opportunities in their professional areas
- Use a variety of content-based research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, and the Internet) in the career exploration process
- Describe career pathways
- Conduct personal research (e.g., informational interviews, job shadowing, and career fairs) in the career exploration process
- Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities and labor market information)
- Explain advantages of early career exploration and planning
- Explain the concept of transferable skills within and between career clusters

CAREER EXPLORATION & RESEARCH

Achievement Standard: Utilize career resources to develop a career information portfolio that includes international career opportunities.
Level 3 Performance Expectations
- Correlate personal characteristics with the requirements of specific jobs within career clusters
- Use available resources for projecting career opportunities and trends that include local, regional, state, national, and international labor market information
- Identify transferable competencies and job-specific skills related to career and job options
- Identify how part-time jobs can contribute to career development
- Analyze a specific career cluster, using a variety of research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, informational interviews, print media, job shadow, internships, and the Internet)

Level 4 Performance Expectations
- Reassess transferable competencies and job-specific skills related to career and job options
- Analyze a specific career cluster, using a variety of research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, informational interviews, print media, and the Internet)
- Analyze important relocation issues to be considered in making career or job choices
- Identify resources for retraining and career transition
- Analyze and explain projected growth of a selected occupation according to labor market data in a specific geographic area

B. INTERNATIONAL CAREER OPPORTUNITIES

Level 1 Performance Expectation
- Recognize products associated with other countries and the occupations related to them

Level 2 Performance Expectations
- Describe the impact of the global economy on jobs and careers
- Relate career interests to opportunities in the global economy

Level 3 Performance Expectations
- Describe requirements other countries may impose on foreign workers
- Describe the culture of a particular country and discuss the available career choices in that culture
- Identify employment opportunities in international trade

Level 4 Performance Expectations
- Assess personal skills (e.g., communication and human relations skills and work ethic) as they relate to obtaining employment in another country
- Assess academic preparation (e.g., world language courses, cultural immersion experience through study abroad or exchange programs) as related to obtaining employment in another country
- Identify entrepreneurship opportunities in the international marketplace
- Evaluate international employment opportunities
- Analyze and explain differences in how non-verbal communication skills differ among cultures and its meaning relative to the workplace

III CAREER READINESS EXPECTATIONS

Achievement Standard: Relate the importance of career readiness skills to career development.

A. WORK ETHIC

Level 1 Performance Expectations
- Demonstrate personal qualities related to employability (e.g., promptness,
ability to get along with others, dependability, honesty, integrity, patience, willingness to ask questions, respect for diversity, and communication skills)

- Demonstrate responsible behavior related to employability (e.g., respect for personal property, completion of homework assignments, and communication skills)
- Discuss the personal satisfaction derived from quality performance
- Describe how family/group members depend on one another, work together, and share responsibilities
- Relate interpersonal skills between family/group members to the workplace

**Level 2 Performance Expectations**

- Demonstrate punctuality, dependability, reliability, productivity and ability to work with others
- Describe how honesty and integrity affect relationships with others
- Discuss the importance of quality performance to an individual and to a business
- Demonstrate techniques for developing and maintaining positive and flexible behaviors and attitudes
- Discuss the appropriate use of social media in all areas of life

**Level 3 Performance Expectations**

- Illustrate how personal qualities transfer from school to the workplace
- State ways in which the honesty and integrity of coworkers affect work performance
- Describe appropriate time management techniques and their application/transference to the workplace
- Explain how product quality affects job stability
- Describe the positive and negative impacts of technology/social networking on the workplace

**Level 4 Performance Expectations**

- Discuss and illustrate the positive and negative effects of work ethic on worker and workplace productivity
- Identify examples of positive work ethic from own life/childhood
- Describe techniques for demonstrating personal accountability and work productivity

**B. WORKPLACE RELATIONSHIPS**

**Level 1 Performance Expectations**

- Demonstrate effective interpersonal skills in the home, school, and community
- Demonstrate the importance of cooperation among people to accomplish a task
- Demonstrate the steps involved in handling conflict
- Describe work-related activities in the home, school, and community

**Level 2 Performance Expectations**

- Explain the importance of respect for the feelings and beliefs of others
- Demonstrate appropriate social skills for the workplace
- Explain the importance of confidentiality, tolerance, and flexibility in interpersonal and group situations
- Provide examples of how behavior can influence the feelings and actions of others
- Demonstrate the steps involved in resolving a conflict or stressful situation

**Level 3 Performance Expectations**

- Discuss and illustrate the positive and negative effects of work ethic on worker and workplace productivity
- Identify examples of positive work ethic from own life/childhood
- Describe techniques for demonstrating personal accountability and work productivity

**Level 4 Performance Expectations**

- Discuss and illustrate the positive and negative effects of work ethic on worker and workplace productivity
- Identify examples of positive work ethic from own life/childhood
- Describe techniques for demonstrating personal accountability and work productivity
Demonstrate an understanding of appropriate employee and customer interactions in workplace situations

Demonstrate techniques for responding to workplace stress related to coworkers or environment

**Level 4 Performance Expectations**
- Demonstrate the ability to appropriately use assertive behavior in work relationships
- Identify techniques for encouraging others to enhance their performance
- Demonstrate the ability to function as a proactive, productive team member in the workplace
- Explain and provide examples of non-traditional careers

**C. WORKPLACE DIVERSITY**

**Level 1 Performance Expectations**
- Describe different cultural behaviors and expectations
- Discuss the importance of being able to work productively with others different from oneself
- Identify the changing roles of men and women in the workplace and the family

**Level 2 Performance Expectations**
- Show how behavior influences the actions of others in the home, school, and community
- Illustrate the effects of personal beliefs and attitudes on decision making
- Discuss advantages and disadvantages of entering nontraditional occupations
- Identify stereotypes, biases, and discriminatory behaviors that may impact opportunities for women and men in certain occupations
- Describe how physical, intellectual, and cultural diversity can strengthen workplace effectiveness

**Level 3 Performance Expectations**
- Identify situations in which environmental barriers may affect workplace diversity

**Level 4 Performance Expectations**
- Discuss social and economic factors that have resulted in changing career patterns for a diverse workforce
- Illustrate techniques for eliminating gender bias and stereotyping
- Formulate strategies for working effectively with coworkers diverse from oneself
- Describe ways tasks and the workplace environment can be structured to accommodate the diverse needs of workers

**D. WORKPLACE COMMUNICATION SKILLS** (Refer to the Communication Standards for a comprehensive listing of workplace and employment communication competencies)

**Level 1 Performance Expectation**
- Demonstrate appropriate and effective use of communication skills in the home, school, and community

**Level 2 Performance Expectations**
- Express thoughts and ideas succinctly and correctly using various forms of communication (e.g., oral, written, and nonverbal)
- Demonstrate good listening skills
Level 3 Performance Expectations
- Develop effective oral communication skills that include, attentive and active listening, and nonverbal communication skills
- Develop skills to give and receive constructive feedback
- Demonstrate appropriate telephone and e-mail etiquette
- Demonstrate correct grammar, spelling, and technical writing skill
- Create presentations for a specific purpose and audience

Level 4 Performance Expectations
- Compare the performance of work tasks as a member of a virtual team with performance of work tasks in a traditional work environment
- Determine the appropriate mode of communication (e.g., print, electronic, face-to-face) to use in various virtual work environments
- Identify methods to maintain and/or increase levels of productivity

F. CAREER SELF-MANAGEMENT

Level 1 Performance Expectations
- Explain the importance of early/effective planning in relation to the family, school, community and career environments
- Demonstrate the steps involved in dealing with stressful situations
- Provide models of a positive attitude toward work
- Describe the importance of a positive attitude in the home, school, and community (Previously under Workplace relationships)

Level 2 Performance Expectations
- Explain how adhering to a dress code, attendance policy and workplace behavioral expectations contribute to positive workplace relationships
- Demonstrate how to project a positive attitude
- Identify the steps for planning projects

Level 3 Performance Expectations
- Demonstrate project planning and management skills
- Describe activities that may be used to bring about a balance between personal and career interests
- Identify techniques for maintaining healthy self-esteem and for maintaining and projecting a positive attitude
- Explain the importance of maintaining professionalism in work relationships

E. VIRTUAL WORK ENVIRONMENT

Level 1 Performance Expectations
- Describe the virtual work environment
- Identify types of jobs performed in a virtual work environment

Level 2 Performance Expectations
- Identify personal characteristics of a virtual work environment employee
- Describe the advantages and disadvantages of a virtual work environment

Level 3 Performance Expectations
- Compare how performing a job in a virtual work environment differs from performing the same job in a traditional work setting
- Describe how employee/supervisor relations would be different in a virtual work environment
Level 4 Performance Expectations
- Demonstrate important career self-management skills (e.g., accessing job/career development resources, networking, time management, handle rejection and research skills)
- Identify the knowledge, skills, and attitudes required to succeed in the current job/career, the next most likely job/career, and the ideal job/career
- Identify methods for maximizing personal productivity
- Identify methods for demonstrating dependability and accountability in work performance
- Describe resiliency and methods of preventing workplace burnout
- Discuss social and ethical standards of the workplace and their implications for a chosen job/career

Level 4 Performance Expectations
- Experience paid/unpaid work opportunities in one or more career clusters through various opportunities (e.g., job shadowing, mentoring, e-mentoring, internships, cooperative and/or part-time work experiences, and community service)
- Identify high school programs that articulate with postsecondary educational programs, industry-based training, and technical education programs in a chosen career field
- Analyze and explain the benefits of earning industry credentials

Level 4 Performance Expectations
- Explain how the demands and functions of society influence the nature and structure of work
- Experience paid/unpaid work opportunities in a chosen career cluster (e.g., internships, apprenticeships, or worksite learning)
- Describe state and federal regulations concerning minimum wage regarding paid or unpaid internships
- Describe state and federal regulations concerning workplace liability regarding paid or unpaid internships

School-to-Career Transition
Achievement Standard: Develop strategies to effectively transition from school to career.

A. Work Related Experiences
Level 1 Performance Expectation
- Develop an awareness of how to learn more about occupational opportunities using a variety of resources (e.g., speakers and field trips)

Level 2 Performance Expectation
- Participate in interactive research of career clusters through a variety of resources (e.g., field trips, speakers, online searches, case studies, job shadowing, explorer posts and community service)

Level 3 Performance Expectations
- Apply skills developed in academic and technical programs to career goals

B. Career Development File and Employment Portfolio
Level 1 Performance Expectations
- Maintain a journal of career-oriented experiences (e.g., speakers and field trips)
- Identify samples of school work to be included in a portfolio

Level 2 Performance Expectations
- Assemble samples of school work that demonstrate career readiness and technical skills
- Demonstrate the ability to describe personal career readiness skills
Begin compiling achievements and experiences including awards, extracurricular activities, and community service into an activity resume.

**Level 3 Performance Expectations**
- Prepare paper and electronic resumes and cover letters
- Assemble a career development file for use in lifelong career activities that includes transcripts, diplomas, certificates, licenses, forms of identification, and educational and employment history information
- Develop a career portfolio, using an appropriate tool, of items including resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, and documentation of extracurricular activities and community service activities
- Present the career portfolio

**Level 4 Performance Expectations**
- Continuously update and maintain the career development file and career portfolio
- Use the career development file and career portfolio in the job search

**C. JOB SEARCH STRATEGIES**

**Level 1 Performance Expectation**
- Express appreciation to guest speakers and field trip hosts through appropriate forms of written communication
- Demonstrate proper etiquette for meeting and greeting people
- Explain the importance of personal appearance and grooming in the workplace

**Level 2 Performance Expectations**
- Explain the importance of researching prospective employers
- Identify the types of information that should be researched relating to prospective employers

**Level 3 Performance Expectations**
- Identify appropriate sources of job leads (e.g., newspapers, trade journals, Internet job banks, and personal networking)

**Level 4 Performance Expectations**
- Demonstrate the ability to research prospective employers and jobs using all available resources (e.g., print media, on-site and telephone interviews, job shadowing, internships, job fairs, and Internet research)
- Develop criteria for selecting prospective employers
- Demonstrate the ability to complete an online job application accurately
- Identify steps to prepare for an interview
- Demonstrate the ability to describe personal career readiness skills to interviewers
- Demonstrate appropriate interviewing techniques through participation in mock or actual interviews
- Explain the importance of appropriate interview follow-up techniques
- List tasks to be completed following the interview
- Describe the criteria for evaluating job offers

**Level 4 Performance Expectations**
- Demonstrate the ability to research prospective employers and jobs using all available resources (e.g., print media, on-site and telephone interviews, job shadowing, internships, job fairs, personal network and Internet research)
- Effectively utilizes technology to market self to prospective employers
- Model behavior that contributes to a successful interview
- Maintain an organizational and tracking database for the job search
- Utilize electronic and telecommunication to conduct a job search tools (e.g., Internet job banks, electronic resumes, and electronic, telephone, and videoconferencing interviews)
Describe strategies for negotiating conditions of employment
Identify techniques for negotiating monetary and benefit compensation
Identify appropriate factors for evaluating job offers and deciding whether to accept or reject them

**LIFELONG LEARNING**

Achievement Standard: Relate the importance of lifelong learning to personal and career success.

**A. PERSONAL GROWTH**

**Level 1 Performance Expectations**
- Discuss the importance of improving skills and learning new ones
- Discuss techniques for analyzing ways to improve performance

**Level 2 Performance Expectations**
- Demonstrate the importance of effective study habits, test-taking skills, and learning skills
- Develop good health, nutrition, and physical fitness habits
- Explain the importance of career, family, and leisure activities to social and economic well-being
- Explain how decisions regarding education and work impact other major life decisions

**Level 3 Performance Expectations**
- Evaluate and reconcile academic, family and peer feedback to assess strengths, weaknesses and areas for improvement
- Relate the importance of education to meeting identified goals
- Describe benefits of participating in school and community activities
- Discuss how health, motivation, and physical fitness enhance performance

**Level 4 Performance Expectations**
- Identify resources for accessing lifelong learning (e.g., printed, interpersonal, electronic, and educational resources)
- Explain how feedback can be incorporated to make changes and improve performance
- Analyze sample job descriptions and employment performance evaluations to determine strengths, weaknesses, and areas for improvement
- Explain the importance of participation in professional associations, service organizations, and community programs
- Identify a network of people who will motivate and provide moral support

**B. CAREER GROWTH**

**Level 1 Performance Expectations**
- Develop an awareness of various jobs and career
- Develop an awareness of how the workplace continues to change

**Level 2 Performance Expectations**
- Relate various levels of education to careers
- Identify trends in the changing workplace
- Explain the need for continual skills improvement to ensure lifelong career success

**Level 3 Performance Expectations**
- Identify resources for developing and strengthening workplace skills
- Identify and assess future job and career trends associated with businesses in a chosen career cluster
- Discuss the importance of flexible career planning and career self-management
- Explain the advantages and disadvantages of temporary work in the pursuit of career goals

**Level 4 Performance Expectations**
- Identify resources for accessing lifelong learning (e.g., printed, interpersonal, electronic, and educational resources)
- Explain how feedback can be incorporated to make changes and improve performance
- Analyze sample job descriptions and employment performance evaluations to determine strengths, weaknesses, and areas for improvement
- Explain the importance of participation in professional associations, service organizations, and community programs
- Identify a network of people who will motivate and provide moral support
Identify career opportunities resulting from new and emerging technologies

Demonstrate appropriate techniques for resigning from a position

Level 4 Performance Expectations

Identify and use appropriate sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth (e.g., Internet, educational institutions, employer-provided training programs, self-study, mentoring, and internships)

Identify resources for developing and strengthening high-demand workplace skills (e.g., communication, motivational, analytical, computer, teamwork, decision-making, and problem-solving skills) for a chosen job/career

Formulate strategies for achieving career growth goals (e.g., self-promotion, job enrichment, skill development, volunteering for additional responsibilities, and seeking mentors)

Develop strategies for adapting to changes in the workplace

Formulate strategies for coping with loss of employment

Discuss the workplace support network and the value of mentors
The Role of Communication in Business Education

THE COMMUNICATION curriculum encourages mastery of all communication skills essential for interacting effectively with people in the workplace and in society. Of equal importance is the mastery of the basic skills—listening, reading, writing, and speaking—and their application in both personal and professional settings.

While basic principles of communication remain fairly consistent, evolving technology continually changes the modes and methods of communication. Because technology permeates every aspect of communication, it is integrated in each communication achievement standard. Educators must study and integrate these technologies into the curriculum to help students function effectively in a technologically enhanced world.

The body of knowledge called “communication” is unique in that it permeates all areas of the business education curriculum as well as all other educational disciplines. Communication standards, therefore, should not be limited to one course; they should be integrated throughout the curriculum.

FOUNDATIONS OF COMMUNICATION

Achievement Standard: Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.

A. ACTIVE LISTENING

Level 1 Performance Expectations
- Listen for meaning
- Request feedback to confirm information
- Determine when more information is needed and ask appropriate questions
- Follow spoken directions
- Demonstrate courteous attention when listening to others

Level 2 Performance Expectations
- Identify relevant information in spoken messages
- Listen attentively for the purpose of recording information and taking accurate notes
- Interpret verbal and nonverbal cues in messages
- Listen discriminatingly to separate fact from opinion
- Evaluate effectiveness of digital and spoken presentations
- Identify barriers to listening
- Discuss the importance of listening skills

Level 3 Performance Expectations
- Identify strategies of managing barriers to listening
Level 4 Performance Expectations
- Identify primary and secondary audiences
- Determine audience benefits
- Adapt the message for the needs of the audience
- Evaluate the message to ensure it meets the purpose
- Use feedback to enhance communication process
- Analyze situations in which technology can impact communication
- Discuss the positive and negative aspects of the “grapevine”

B. BASIC COMMUNICATION PROCESS

Level 1 Performance Expectations
- Identify purpose of the message
- Determine audience for the message
- Decide whether message should be written or spoken

Level 2 Performance Expectations
- Choose content appropriate for the purpose and audience
- Determine whether audience is internal or external
- Select an appropriate medium by which to deliver the message

Level 3 Performance Expectations
- Gather necessary information to ensure a complete message
- Determine whether to organize content directly or indirectly
- Specify desired outcome of the message

Level 4 Performance Expectations
- Differentiate needs of primary and secondary audiences
- Conduct primary and secondary research as needed
- Determine the level of persuasion necessary to produce the desired outcome
- Incorporate audience benefits
- Compose message to ensure transfer of meaning
- Evaluate message from both the sender’s and receiver’s perspectives
- Discuss the potential relationship between nonverbal cues and success in the workplace
- Use the “grapevine” effectively

C. READING AND RESEARCH

Level 1 Performance Expectations
- Read for enjoyment and appreciation
- Read for knowledge and information
- Demonstrate reading comprehension by restating or summarizing
- Retain and interpret information gained through reading
- Read and follow directions
- Identify and use appropriate research sources
Level 2 Performance Expectations
- Distinguish between fact and opinion
- Read critically for the purpose of recording information and taking accurate notes
- Expand vocabulary to include basic business terminology
- Expand scope of reading materials to include general business publications
- Use contextual clues to recognize word meaning
- Detect when information and data is used inappropriately to distort meaning
- Demonstrate basic research techniques
- Define plagiarism
- Document all information sources to give credit and to avoid plagiarism
- Differentiate between paraphrase and verbatim content

Level 3 Performance Expectations
- Expand vocabulary to include advanced business terminology
- Interpret information from a variety of sources
- Select appropriate reading methods (e.g., skimming, scanning, speed-reading, and in-depth reading) for particular situations
- Use advanced research techniques and technology tools to locate specific information from primary and secondary sources
- Analyze and evaluate the validity, reliability, accuracy, and currency of sources
- Compare appropriate citation styles for paraphrased and verbatim content

Level 4 Performance Expectations
- Use a comprehensive business vocabulary
- Distinguish between literal and inferential statements
- Analyze and synthesize information from a variety of sources
- Critique the impact of misinformation on decision making and problem solving
- Assess the ethical implications of misinformation

D. TECHNOLOGY

Level 1 Performance Expectations
- Identify technology tools used to communicate information
- Use technology tools to communicate information
- Communicate effectively with social media applications
- Demonstrate basic ability to input written information
- Use basic applications (word processing, spreadsheets, presentations, and graphics)
- Use the phone to communicate effectively
- Identify proper etiquette when communicating with technology
- Participate in virtual activities
- Design and publish effective web pages

Level 2 Performance Expectations
- Project a positive image over the phone
- Demonstrate appropriate mobile phone etiquette
- Evaluate examples of voice mail greetings and messages to determine effectiveness
- Apply proper etiquette when communicating with technology
- Recognize importance of promptly responding to digital messages
- Select the proper technology tool to communicate information based on audience and context
- Integrate functions of word processing, spreadsheets, databases, and presentation applications to various workplace scenarios
- Refine documents using spell check, thesaurus, and grammar check tools
- Demonstrate video recording and editing abilities
- Record, edit, and transfer audio files
- Use voice input and voice recognition tools
- Participate in virtual conferences

**Level 3 Performance Expectations**
- Record effective voice mail greetings and messages
- Compose informal and formal messages using technology tools
- Use social media to effectively communicate with internal and external audiences
- Enhance documents through the use of advanced layout, design, and graphics
- Identify ethical and legal issues regarding the use of digital information
- Compare and contrast virtual and face-to-face collaboration
- Design and publish effective professional web pages
- Identify techniques to protect confidential messages that are transmitted digitally

**Level 4 Performance Expectations**
- Use technology to complete complex business projects
- Collaborate using technology to acquire needed expertise to solve specific business problems
- Use asynchronous and synchronous collaboration tools
- Use techniques to protect confidential messages that are transmitted digitally
- Create and deliver virtual conferences and presentations
- Use social media to market business products and services

II **INTERPERSONAL SKILLS**

**Achievement Standard:** Apply interpersonal skills in personal and professional environments to communicate effectively.

**A. PROFESSIONALISM AND BUSINESS ETIQUETTE**

**Level 1 Performance Expectations**
- List characteristics inherent in a positive attitude
- Differentiate between positive and negative communication styles
- Demonstrate positive nonverbal communication
- Use courtesy and tact when communicating with others
- Demonstrate appropriate etiquette and manners in specific situations
- Discuss personal hygiene and grooming
- Develop sensitivity to and awareness of diversity
- Demonstrate respect for authority
- Respect the rights and feelings of others
- Work cooperatively with peers and authority figures

**Level 2 Performance Expectations**
- Describe qualities of a person with a positive work ethic
- Demonstrate respect for diversity
- Make informal introductions
- Initiate and engage in conversations outside one’s peer group
- Practice good personal hygiene and grooming
- Convey a positive attitude
- Demonstrate confidence through participation in collaborative activities
- Practice tact and courtesy in relationships with peers and authority figures
Level 3 Performance Expectations
- Explain the value and impact of interpersonal relationships in the business environment
- Identify the role that self-concept plays in one's personal and professional lives
- Exhibit professional and ethical behavior in the work environment
- Discuss the impact of effective communication on professional image and job retention
- Demonstrate an understanding of and respect for the business customs, etiquette, and communication styles of various cultures
- Respect different intergenerational communication styles, perspectives, and opinions
- Select appropriate business attire and demonstrate good grooming
- Display a positive attitude in personal and professional settings
- Demonstrate a positive work ethic in a professional environment
- Establish a work-related network through social contacts
- Make formal introductions
- Initiate and engage in conversations in professional environments
- Practice conflict resolution in academic, social, and business environments
- Define ethics and identify the process by which individuals develop the foundation for making ethical decisions
- Discuss common types of unethical behavior in the workplace
- Solve problems using techniques that take into consideration personal and ethical values
- Analyze an organization's code of ethics

Level 4 Performance Expectations
- Use appropriate manners and etiquette when relating to businesspeople of various cultures
- Demonstrate appropriate manners and etiquette in a variety of social settings
- Differentiate between types of business attire (e.g., casual, business-casual, professional business, and formal attire) and select the appropriate attire for specific situations
- Build a network of professional contacts
- Relate the appearance of one's work area to professional image
- Create work products that communicate a professional image
- Demonstrate professionalism, proper grooming, and a positive attitude in business environments
- Select appropriate communication techniques to avoid, minimize, prevent, or resolve conflicts
- Compare and contrast various organizations' codes of ethics
- Identify and discuss manipulative language used in business
- Analyze the impact of company policies and procedures on communication

B. LEADERSHIP AND COLLABORATIVE COMMUNICATION

Level 1 Performance Expectations
- Communicate well with others
- Work effectively in small groups
- Identify characteristics of effective leaders
- Describe why meetings are important

Level 2 Performance Expectations
- Organize and lead informal groups
- Explain why each meeting should have a purpose
- Explain the basic principles of effective collaboration
Plan, organize, and conduct meetings to achieve identified purposes

- Participate actively and professionally in meetings
- Recognize the stages of group development
- Identify various personality styles

**Level 3 Performance Expectations**
- Assess the impact of physical environment and technology on meeting success
- Describe the importance of preparing and distributing an agenda prior to the meeting
- Demonstrate the ability to involve all participants in a meeting, including those participating virtually
- Use proper parliamentary procedures
- Demonstrate effective consensus-building techniques
- Demonstrate skills in leading collaborative groups
- Apply team skills in a business environment
- Facilitate the group development process
- Demonstrate appropriate responses to a variety of personality styles
- Explain the value in following chains of command when communicating
- Establish team goals and standards

**Level 4 Performance Expectations**
- Demonstrate the skills necessary for leading a group in goal-setting activities
- Ensure effective collaboration by eliminating groupthink
- Assemble effective teams for specific situations and tasks
- Facilitate group decision making
- Identify and apply factors that lead to group success
- Model appropriate ethical behavior in collaborative environments

Use time management techniques to facilitate effective meetings

- Demonstrate shared leadership in groups and teams
- Resolve conflict in collaborative environments

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**WRITTEN COMMUNICATION**

**Achievement Standard:** Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.

**A. MECHANICS AND WRITING BASICS**

**Level 1 Performance Expectations**
- Use correct spelling, grammar, word and number usage, punctuation, and formatting
- Write logical, coherent sentences and paragraphs
- Develop outlines to facilitate logical and understandable documents
- Identify language and style appropriate for audience
- Proofread documents to ensure correctness
- Edit and revise documents
- Take effective notes
- Discuss empathy in messages written to individuals
- Identify plain language and conversational tone in messages
- Identify collaborative writing skills

**Level 2 Performance Expectations**
- Adapt language and style for specific audiences
- Use acceptable standards for grammar, punctuation, and word and number usage
- Paraphrase original works to communicate meaning
- Document properly both print and digital sources to avoid plagiarism
- Demonstrate sensitivity to language bias
- Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous
- Discuss the importance of taking responsibility for all written communication
- Express empathy in messages written to individuals
- Use plain language and conversational tone
- Develop and use collaborative writing skills

**Level 3 Performance Expectations**
- Identify factors affecting the readability of text
- Use bias-free language
- Use language, strategies, and techniques that reflect cultural sensitivity
- Apply a variety of specific proofreading techniques to identify and correct errors
- Compare drafts to final documents and make editorial changes
- Evaluate effectiveness of messages
- Accept responsibility for all written communication
- Discuss misleading and missing information in business documents and the impact on business
- Use collaborative writing skills to complete complex projects

**Level 4 Performance Expectations**
- Analyze ethical implications of written messages containing misleading, distorted, and missing information
- Analyze the readability of messages and revise to ensure audience understanding

**B. BUSINESS MESSAGES**

**Level 1 Performance Expectations**
- Compose basic requests for information
- Compose simple reports and summaries
- Compose personal messages to express gratitude
- Prepare instructions to complete simple tasks
- Prepare collaborative projects

**Level 2 Performance Expectations**
- Compose coherent business messages that request information and action
- Compose coherent business messages that respond to requests
- Compose reports and summaries using appropriate documentation styles
- Compose a variety of personal messages
- Compose persuasive messages
- Create promotional materials
- Apply correct formats to various business messages
- Prepare instructions to complete complex tasks
- Prepare charts and graphs

**Level 3 Performance Expectations**
- Compose various routine and goodwill messages
- Compose various messages that convey negative information
- Compose sales and marketing messages
- Prepare informal and formal reports using professional format and appropriate supporting graphics
- Develop business plans and proposals
- Evaluate and revise poorly written business messages

**Level 4 Performance Expectations**
- Prepare industry-specific technical reports incorporating graphics
- Compose customer service messages and documentation
- Compose specialized messages and documents used by management for decision making and problem solving
IV SPOKEN COMMUNICATION

Achievement Standard: Demonstrate professional speaking techniques and strategies.

A. SPEAKING BASICS

Level 1 Performance Expectations
- Express wants, needs, and feelings
- Differentiate between pronunciation and enunciation
- Practice correct pronunciation and enunciation
- Select language appropriate to the context
- Participate in group discussion and role-playing
- Ask questions with confidence to elicit general information

Level 2 Performance Expectations
- Organize thoughts to reflect logical thinking before speaking
- Express opinions and discuss issues positively and tactfully
- Identify regional and cultural differences in spoken communication
- Ask questions with confidence to elicit specific information
- Exchange ideas in informal and formal settings
- Discuss the importance of appropriate word selection in responding to questions and providing explanations
- Identify vocal segregates such as um, uh, er, like, etc.
- Deliver impromptu information effectively
- Use speed, tone, emphasis, and volume to deliver content professionally

Level 3 Performance Expectations
- Demonstrate an awareness and acceptance of multicultural and regional speech differences
- Organize and lead discussions
- Handle both friendly and hostile questions effectively in informal and formal situations
- Use standard English when speaking on the job, especially avoiding the use of expletives, slang, and unfamiliar jargon and technical terms
- Use strategies to reduce or eliminate vocal segregates such as um, uh, er, like, etc.
- Discuss the importance of taking responsibility for all spoken communication
- Demonstrate appropriate strategies for communicating in face-to-face discussions

Level 4 Performance Expectations
- Interact effectively with people from various cultural, ethnic, and racial backgrounds by using culturally sensitive language
- Demonstrate ability to speak persuasively for a specific cause
- Serve effectively as interviewer or interviewee in public relations, civic, media, and community situations
- Demonstrate effective negotiation techniques

B. PRESENTATIONS

Level 1 Performance Expectations
- Identify purpose and audience
- Consider setting and duration
- Create appropriate visual aids
- Prepare and practice presentation
- Deliver simple informative presentations
- Collaborate to create team presentations
Level 2 Performance Expectations

- Use appropriate techniques to organize speeches and presentations
- Use techniques to gain and maintain audience attention
- Create a memorable conclusion
- Deliver presentations for various purposes
- Use transitions for a seamless and well-organized delivery in individual and team presentations
- Maintain effective eye contact with the audience
- Use multiple technology tools to deliver presentations
- Identify and implement strategies to manage nervousness and anxiety
- Use feedback to improve presentation performance
- Dress appropriately for purpose and audience
- Use appropriate nonverbal communication skills

Level 3 Performance Expectations

- Establish rapport and build credibility with the audience
- Adapt content to meet audience needs
- Use persuasive techniques to motivate an audience to act
- Use proper techniques to deliver professional business presentations
- Use audio technology to support presentation delivery
- Consider how the use of handouts will impact presentations
- Use proper techniques when presiding or presenting at professional events
- Respond skillfully to audience questions

Level 4 Performance Expectations

- Deliver extemporaneous and planned speeches with confidence
- Engage audience interactively during presentations
- Adapt presentation strategies for intercultural audiences

Employment Communication

Achievement Standard: Communicate effectively for employment success.

Level 1 Performance Expectations

- Identify the kind of work that people do
- Discuss why people work
- Identify the basic skills used on the job

Level 2 Performance Expectations

- Write simple application messages and résumés for simulated job opportunities
- Role-play interview situations for simulated job opportunities
- Discuss the importance of an informal personal network in conducting a job search

Level 3 Performance Expectations

- Discuss the assessment of interests, skills, and abilities as they relate to selecting a career
- Identify multiple methods to find job opportunities
- Write formal, persuasive application messages and résumés customized to meet prospective employers’ needs
- Prepare résumés in both print and digital formats
- Post résumés online
- Obtain permission and create a list of professional references
- Participate in and analyze mock interviews
- Prepare responses to commonly asked interview questions
Discuss and demonstrate the importance of appropriate dress and grooming in an interview situation
Prepare a list of questions to ask an interviewer
List and discuss qualities that employers expect in potential employees
Identify common mistakes made by interviewees
Discuss illegal and inappropriate interview questions
Discuss significance of nonverbal communication in the interview process
Complete job application forms
Write a job interview thank-you message
Write effective follow-up messages
Use correct strategies for accepting or rejecting job offers
Discuss appropriate spoken and written actions when leaving a job under various circumstances
Demonstrate honest and ethical behavior in all employment communications

Level 4 Performance Expectations
Use an established network of professionals and social media connections to assist in a job search
Research the job market and specific potential employers
Prepare evidence that documents qualifications and skills sought by prospective employers
Prepare for a variety of interview formats
Demonstrate effective salary negotiation strategies
The Role of Economics & Personal Finance in Business Education

ECONOMICS & PERSONAL FINANCE

T he American economy is based on a private enterprise system in which the millions of individual choices made by consumers, workers, and citizens, in sum, affect the decisions made by business owners and government officials.

The preservation and effectiveness of such a system depends on the ability of individuals to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the economic activities of the country. To make these informed decisions, individuals must understand how the system operates as well as their own role in the system.

The concepts contained in these standards are important for the successful management of personal financial and business activities. They link to basic economic concepts that all students should master, such as the following:
- scarcity, choice, and opportunity costs;
- productivity;
- economic systems, institutions, and incentives;
- exchange, money, and interdependence;
- markets, prices, and competition;
- supply and demand; and
- the roles of consumers, governments, and citizens.

The increased emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking, and protecting against risk.

Knowing, understanding, and applying these concepts offers the necessary analytical tools for addressing economic issues, both personal and societal. Understanding economic principles and developing sound financial literacy skills provide the basis for responsible citizenship, financial solvency, and career success.

ECONOMICS

1 ALLOCATION OF RESOURCES

Achievement Standard: Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

Level 1 Performance Expectations
- Define and give examples of economic wants
- Explain how economic wants are satisfied
- Demonstrate how resources (factors of production) may be used to satisfy economic wants
- Define and give examples of scarcity
- Explain why scarcity requires individuals, governments, and societies to make choices
- Define and give examples of the opportunity cost of personal choices

Level 2 Performance Expectations
- Demonstrate understanding of rational economic decision making by explaining the advantages and disadvantages of alternatives in a given situation
- Apply the decision-making process (using either the PACED model or a variation which will allow students to distinguish between disadvantage and cost and includes the concept of opportunity cost) to the economic choices of an individual, community, and nation
II  ECONOMIC SYSTEMS

Achievement Standard: Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.

Level 1 Performance Expectations
- Identify why scarcity necessitates an economic system
- Describe characteristics of a market system (e.g., profit, competitive markets, and private ownership of property)

Level 2 Performance Expectations
- Identify the basic economic questions that must be answered by any economic system (e.g., what is to be produced, how it is to be produced, and for whom it is to be produced)
- Compare and contrast the different types of economic systems with focus on planned and emerging economies (traditional, market, command or centrally planned, and mixed)
- Describe the characteristics of and give examples of a mixed economy
- Illustrate the relationship between individual households, businesses, and government (e.g., circular flow of goods and services and money payments) in making production and distribution decisions in a market-oriented economy
- Explain the roles of the entrepreneur (e.g., innovator, risk taker) as a driving force in the U.S. economy

Level 3–4 Performance Expectations
- Analyze existing economies and how they answer the following three basic economic questions every economic system must answer:
  - What goods and services should be produced?
  - How should the goods and services be produced?
  - For whom should the goods and services be produced?
- Explain how change in one component of the circular flow of economic activity (household, business, government, or foreign) affects other components
- Analyze how economic systems, resources, and culture affect each other
- Analyze how wages and prices are determined in command or centrally planned and market economies
- Critique command, mixed, and market economies based on the U.S. economic goals of freedom, efficiency, equity, security, employment, stability, and growth
- Debate the advantages and disadvantages and identify the winners and losers from different examples of government intervention in the economy
III. ECONOMIC INSTITUTIONS AND INCENTIVES

Achievement Standard: Analyze the role of core economic institutions and incentives in the U.S. economy.

Level 1 Performance Expectations
- Describe the role of profit in our economy and the relationship of profit to risk and uncertainty
- Identify the various forms of business organizations (sole proprietorship, partnership, and corporation) and the limitations and rewards associated with each
- Explain how individuals or family units provide productive resources of land, labor, capital, and entrepreneurship
- Identify and analyze why private ownership, making individual choices, and limited government involvement are such important concepts in all areas of the U.S. market economy

Level 2 Performance Expectations
- Identify the returns for various productive resources (e.g., interest, rent, profit, and wages)
- Describe and give examples of different kinds of economic institutions in the U.S. economy (e.g., households, businesses, financial institutions, government agencies, labor unions, and nonprofit organizations)
- Explain the purpose of incentives and disincentives in the U.S. economy and give examples of each
- Explain how cultural traditions and customs influence economic behavior in the United States

Level 3–4 Performance Expectations
- Provide illustrations of how the market system requires a give-and-take between institutions and individuals
- Explain the roles of profit and competition in a market-oriented economy
- Identify major functions of the public sector in a market economy
- Analyze ways in which a society’s allocation of resources will be affected by its laws, public policy, and taxation
- Identify how certain historical events (e.g., the Depression, 1980s savings and loan crisis, September 11, housing market crisis of 2008) have influenced the banking system and other financial institutions

IV. MARKETS AND PRICES

Achievement Standard: Analyze the role of markets and prices in the U.S. economy.

Level 1 Performance Expectations
- Describe how relative price is used to allocate scarce resources
- Describe and give examples of markets for goods and services in the U.S. economy

Level 2 Performance Expectations
- Describe how relative prices affect the buying and selling decisions of consumers and producers
- Describe the role of the market in determining what, how, and for whom economic goods and services are produced in the U.S. economy
- Explain how relative prices are used to ration limited resources, goods, and services in the U.S. economy
- Explain and give illustrations of the law of demand, law of supply, and equilibrium price
Level 3 Performance Expectations
- Analyze the relationship of relative price to scarcity when prices are set by the market forces of supply and demand
- Identify determinants of supply and demand
- Demonstrate an understanding of the supply and demand curves that show increases and decreases in quantity supplied and quantity demanded
- Demonstrate an understanding of the supply and demand curves when there are increases and decreases in supply and demand and explain why these changes occur
- Illustrate how a change in price affects quantity demanded or quantity supplied
- Explain and illustrate how the equilibrium price changes according to changes in supply or demand
- Explain and illustrate how a market reacts to shortages and surpluses with no government intervention
- Explain and illustrate how a market reacts to governmental intervention (e.g., price ceilings, price floors, and regulations)
- Describe the concept of elasticity and inelasticity
- Explain how efficient production and allocation of goods and services in a market economy are based on pricing information
- Explain why changes in prices of resources create incentives/disincentives for resource allocation in the U.S. economy
- Identify the effect of changes in the relative price of a substitute or complementary good on supply and demand
- Identify the quality and quantity of human capital as a major determinant of a worker’s income

Level 4 Performance Expectation
- Calculate the elasticity coefficient for price changes of various goods and services

MARKET STRUCTURES

Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

Level 1 Performance Expectations
- Discuss how the competition of buyers and sellers determines relative prices for products in markets
- Describe the benefits of the price system as communication between producers and consumers

Level 2 Performance Expectations
- Explain how competition among sellers of a good or service generally results in lower prices for buyers and lower profits for sellers and promotes higher quality
- Describe how competition among buyers of a good or service generally results in higher prices for buyers and higher profits for sellers
- Identify the basic characteristics of monopoly, monopolistic competition, and oligopoly and give examples of each
- Describe the characteristics of pure competition and identify examples in the current market
- Describe how competition in a purely competitive market encourages the production of higher quality goods and services
- Describe the characteristics of monopoly and natural monopoly and identify examples in the current market

Level 3 Performance Expectations
- Describe the characteristics of an oligopoly and identify examples in the current market
- Describe how collusion affects market competition
Discuss the major barriers to new firms entering a market and how the barriers affect the level of competition in an industry

- Examine U.S. laws and government regulations that are designed to impact competition

**Level 4 Performance Expectations**
- Determine the role of government in preventing private monopolies and regulating public monopolies
- Give examples of positive and negative externalities (e.g., spillover costs) and analyze the government’s role in correcting market failures (e.g., tax policies, subsidies, and regulations)
- Analyze a business to determine its monopoly power
- Compare and contrast the different types of market structures

**VI PRODUCTIVITY**

**Achievement Standard:** Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

**Level 1 Performance Expectations**
- Define and give examples of specialization and interdependence
- Identify how specialization generally increases output in the economy

**Level 2 Performance Expectations**
- Describe how investment in human capital and/or physical capital (e.g., equipment, plants, and technology) can increase productivity
- Explain the relationship between productivity and standard of living

- Analyze and discuss economic indicators that reflect productivity (e.g., GDP, unemployment rate, and CPI)

**Level 3-4 Performance Expectations**
- Assess opportunity costs and economic risks involved when investing in physical and human capital to increase productivity
- Discuss the effects of government expenditures, regulations, and tax policies on productivity
- Explain how investment in research and development affects productivity
- Distinguish between fixed, variable, explicit, and implicit costs
- Explain the principle of diminishing returns and illustrate how it relates to productivity
- Explain the law of profit maximization (i.e., marginal cost equals marginal revenue)
- Differentiate between lowest total cost, lowest marginal cost, and lowest average cost
- Distinguish between short-run average costs and long-run average costs
- Analyze the impact of the global economy on U.S. business

**VII THE ROLE OF GOVERNMENT**

**Achievement Standard:** Analyze the role of government in economic systems, especially the role of government in the U.S. economy.

**Level 1 Performance Expectations**
- Provide examples of how individuals pay for public goods and services through taxes and fees
- Define money and where it comes from
- Discuss why and how money is used in an economy
Differentiate between earned and unearned income

Level 2 Performance Expectations
- Explain the role of government taxation and its effect on consumers and producers
- Differentiate between local, state, and federal tax receipts and expenditures
- Identify specific local, state, and federal government regulations and their impact on business, society, and the individual in an economy

Level 3 Performance Expectations
- Define and give examples of progressive, regressive, and proportional taxes and their effect on specific income groups
- Give examples of taxes based on the principles of benefits received and ability to pay
- Evaluate the equity of taxes based on income, wealth, and consumption
- Explain how government’s redistribution of income through taxation, spending, and assistance/entitlement programs affects the people and businesses in an economy
- Identify monetary policies (open market securities, reserve requirement, discount rate) used by the Federal Reserve System to regulate the economy
- Identify fiscal policies used by the federal government to regulate the economy
- Discuss the history of banking in the United States, how monetary and fiscal policies have evolved, and how monetary and fiscal policies have been in opposition or in harmony with each other
- Differentiate between monetary and fiscal policies and identify when it may be appropriate to use a given policy
- Analyze the effect of national debt or surplus on the economy
- Investigate the effects of government actions and economic conditions on personal financial planning

Level 4 Performance Expectations
- Analyze how taxes serve as an incentive or disincentive to individuals and institutions
- Describe why the Federal Reserve System and the federal government have limited ability to control the total amount of money in the U.S. economy
- Describe the limitations of tax policy in regulating the U.S. economy
- Critique the ability of fiscal and monetary policies to influence the level of economic activity in the United States and abroad
- Identify and evaluate how stabilizers or security nets (e.g., unemployment compensation, welfare benefits, Social Security, subsidies, and tax rates) affect economies in transition
- Analyze the effect of the federal deficit on the economy
- Analyze short- and long-term effects of deficit spending

GLOBAL ECONOMIC CONCEPTS
Achievement Standard: Examine the role of trade, protectionism, and monetary markets in the global economy.

Level 1 Performance Expectations
- Identify resources that are abundant or in short supply in various countries throughout the world
- Identify examples of goods and services exported to or imported from a particular country

Level 2 Performance Expectations
- Identify primary trading partners within the global economy
- Explain how specialization promotes international trade and how international trade increases total world output and interdependence among nations
Discuss the influence of cartels on international trade

**Level 3–4 Performance Expectations**

- Determine how the supply and demand of a currency affects its foreign exchange rate
- Differentiate between currency appreciation and currency depreciation
- Analyze how a change in the value of a nation's currency (appreciation or depreciation) can affect the level of its imports and exports
- Compare and contrast absolute and comparative advantage
- Analyze different countries to determine the comparative advantage of individuals within those countries for making and trading goods and services
- Discuss the advantages and disadvantages and distributive effects of trade restrictions (e.g., tariffs, quotas, and embargoes)
- Appraise free trade agreements between and among nations
- Distinguish between the balance of trade and the balance of payments
- Evaluate the impact of international economic unions on the global community and the influence these unions have on the member nations and on different groups within those nations

**Give examples of how inflation and deflation affect purchasing power**

**Level 2 Performance Expectations**

- Discuss causes and types of unemployment
- Analyze incentives and disincentives of being employed versus incentives and disincentives of being unemployed or underemployed
- Explain who benefits and who loses with inflation/deflation

**Level 3 Performance Expectations**

- Analyze the causes and effects of demand-pull and cost-push inflation
- Calculate the real interest rate (nominal minus rate of inflation)
- Compare and contrast the different stages of the business cycle (e.g., recovery, expansion, trough, and peak)
- Identify the components of the labor force
- Differentiate between the types of unemployment (frictional, structural, cyclical, and seasonal)
- Interpret the Consumer Price Index (CPI) in relationship to purchasing power
- Discuss major factors that affect the level of a country's Gross Domestic Product (GDP) (e.g., quantity and quality of natural resources, human capital, and capital stock)
- Locate the per capita GDP of various nations to compare the levels of economic well-being
- Identify and analyze leading economic indicators and the methods of using the indicators to understand the state of the economy

**Level 4 Performance Expectations**

- Assess the understatement and overstatement of CPI and the effects on the economy and the individual
Differentiate between final goods and intermediate goods to determine GDP
Discuss how changes in disposable income affect the economy
Analyze the relationship of different components of GDP [Consumption + Investment + Government spending + (Exports – Imports)] or [C + I + G + (X – M)]
Interpret coincident and lagging indicators
Differentiate between Gross National Product (GNP), Net Domestic Product (NDP), National Income (NI), Personal Income (PI), and Disposable Income (DI)

PERSONAL FINANCE

PERSONAL DECISION MAKING

Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

Level 1–2 Performance Expectations
- Define and give examples of economic wants
- Explain how every individual defines wants and needs differently
- Apply opportunity costs and trade-offs to personal decision making
- Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual
- Recognize and assume responsibility for the consequences of economic choices

Level 3–4 Performance Expectations
- Differentiate between types of decisions and identify those for which a formal decision-making process should be used
- Apply the decision-making process to various types of decisions at different stages of the life cycle
- Apply the concept of marginalism to choice making
- Analyze the effects of leading economic indicators on a personal financial plan
- Analyze the effects of ethics on business and financial management decisions
- Examine the impact of advertising, peer pressure, and family history on personal financial decisions

EARNING AND REPORTING INCOME

Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

Level 1 Performance Expectations
- Identify various ways people earn a living
- Differentiate between earned and unearned income
- Distinguish between income and wealth
- Identify sources of unearned income (e.g., transfer payments and gifts)

Level 2 Performance Expectations
- Explain how types and availability of jobs are determined primarily by consumer demand in the market-oriented economy of the United States
- Discuss how personal choices concerning human capital (experiences, technology, education/training, and other factors) influence income
- Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities
- Differentiate between gross and net income
- Identify benefits as a component of total income
- Explain taxes and how they affect purchasing power
Level 3–4 Performance Expectations

- Discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity, skill level, and work ethic
- Analyze the impact of sociological, economic, and technological changes on future jobs
- Compare and contrast compensation packages that include varying levels of wages and benefits
- Analyze how career choice, education, and skills affect income and goal attainment
- Describe the different types of taxes (progressive, regressive, and proportional)
- Explore potential tax deductions and credits on a tax return
- Calculate personal tax liabilities for various types of taxes (e.g., property, income, sales, FICA, and Medicare)
- Explain the impact of taxes on personal financial planning
- Calculate net pay
- Investigate employee benefits and incentives

Managing Finances and Budgeting

Achievement Standard: Develop and evaluate a spending/savings plan.

Level 1 Performance Expectation

- Identify various sources of money for personal spending

Level 2 Performance Expectations

- Identify ways in which individuals and families obtain financial resources
- Define fixed and variable expenses
- Categorize expenses as fixed or variable
- Classify periodic expenses as fixed or variable
- Determine discretionary income in a spending plan

Level 3–4 Performance Expectations

- Compare a personal spending plan using examples of consumer spending as a tool for determining individual financial goals
- Construct and use a personal spending/savings plan and evaluate it according to short- and long-term goals
- Illustrate how income and spending patterns change throughout the life cycle for the typical person and family

Saving and Investing

Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.

Level 1 Performance Expectations

- Describe why and how people save
- Identify the opportunity costs of saving
- Differentiate between saving and investing
- Distinguish between simple and compound interest

Level 2 Performance Expectations

- Describe the advantages and disadvantages of various savings and investing plans
- Describe how financial institutions use deposited funds
- Identify the risk/return trade-offs for saving and investing
- Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing
Level 3 Performance Expectations

- Apply criteria for choosing a savings or investment instrument (e.g., market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment)
- Distinguish between the rights and responsibilities of owners of debt and equity investments
- Explain why individuals should change their savings and investing plans throughout their life cycles
- Differentiate between interest, dividends, capital gains, and rent from property
- Describe how saving and investing influence economic growth (capital formation)
- Evaluate the tax incentives available for certain investments
- Identify costs for investments
- Identify income sources for investments

Level 4 Performance Expectations

- Examine the role of saving and investing in creating a financial plan
- Develop financial goals for the future based on one's lifestyle expectations and career choices
- Calculate and apply the Rule of ’72
- Contrast the impact of simple interest vs. compound interest on savings
- Explain how and why the stock market functions
- Examine the fundamental workings of the Social Security System and the system's effects on retirement planning
- Examine the financial implication of an inheritance
- Define terminology associated with inheritance
- Compare investment options for a monetary inheritance
- Explain the similarities and differences between state and federal taxation of a monetary inheritance

Level 1 Performance Expectations

- Apply a rational decision-making process to personal buying decisions
- Distinguish between goods and services
- Apply comparison shopping practices
- Identify alternative sources for purchases (e.g., e-mails, retail stores, and catalogs)
- Identify laws that protect the rights of the consumer

Level 2 Performance Expectations

- Discuss various ways competition among sellers helps the consumer
- Describe reasons and research why there are variances in price for a given item purchased from different providers
- Use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods
- Describe consumer rights, responsibilities, and remedies, giving examples of each

Level 3-4 Performance Expectations

- Compare the costs and benefits of purchasing, leasing, and renting
- Describe consumer assistance services provided by public and private organizations (e.g., government, the Better Business Bureau, and manufacturers)
- Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace
- Research consumer advocacy groups that address consumer rights and responsibilities and describe how an individual can participate
Calculate the costs of utilities, services, maintenance, and other expenses involved in independent living

Describe the role that supply and demand and market structure play in determining the availability and price of goods and services

Explain how a consumer can identify and report fraudulent behavior and practices

**VI BANKING AND FINANCIAL INSTITUTIONS**

Achievement Standard: Evaluate services provided by financial deposit institutions to transfer funds.

**Level 1 Performance Expectations**
- Identify various types of financial institutions
- List the basic products and services provided by financial institutions (e.g., savings, checking, credit cards, loans, safe deposit boxes)

**Level 2 Performance Expectations**
- Identify the rights and responsibilities associated with using a checking account
- Describe the steps involved in opening and using a checking account
- Compare and contrast the different types of checking accounts offered by various financial institutions
- Differentiate among types of electronic monetary transactions (e.g., debit cards, ATM, and automatic deposits/payments) offered by various financial institutions

**Level 3–4 Performance Expectations**
- Examine the use of banks and other financial institutions from a global consumer perspective (e.g., immigrants to the U.S., fear of banks, cash-based systems in some countries, safety of deposits made in banks in other countries)
- Identify other means of transferring funds (e.g., money orders and certified checks)
- Evaluate products and services and related costs and fees associated with financial institutions in terms of personal banking needs
- Describe and demonstrate the steps involved in the bank reconciliation process
- Compare and contrast the various forms of endorsement
- Compare costs and benefits of online and traditional banking
- Analyze privacy and security issues associated with financial transactions
- Explain how certain historical events have influenced the banking system and other financial institutions
- Identify the functions of the Federal Reserve System

**VII USING CREDIT**

Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

**Level 1 Performance Expectations**
- Explain when and why borrowing is used for the purchase of goods and services
- Describe the risks and responsibilities associated with using credit
- Identify the opportunity cost of credit decisions
- Identify methods of establishing and maintaining a good credit rating

**Level 2 Performance Expectations**
- Determine advantages and disadvantages of using credit
- Evaluate the various methods of financing a purchase
Define interest as a cost of credit and explain why it is charged
Analyze credit card features and their impact on personal financial planning
Explain how the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged
Explain why the interest rate varies with the amount of assumed risk
Examine the use of credit from a global consumer perspective (e.g., immigrants to the United States, family history, cash-based system in some countries, ease of overextension of credit)
Explain the need for a sound credit rating
Calculate a payment schedule for a loan

Level 3–4 Performance Expectations
Analyze various sources and types of credit (e.g., short- and long-term) and related costs
Select an appropriate form of credit for a particular buying decision
Compare and contrast the various aspects of credit (e.g., APR, grace period, incentive buying, methods of calculating interest, and fees)
Explain credit ratings and credit reports and describe why they are important to consumers
Describe the relationship between a credit rating and the cost of credit
Identify strategies for effective debt management
Analyze the sources of assistance for debt management
Research rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, and fair debt collection)
Compare and contrast the legal aspects of different forms of credit (e.g., title transfer, responsibility limits, collateral requirements, and co-signing)

Describe legal and illegal types of credit that carry high interest rates (e.g., payday loans, rent-to-buy agreements, and loan sharking)
Identify the components listed on a credit report and explain how that information is used and how it is received by and reported from the credit reporting agencies
Identify specific steps that consumers can take to minimize their exposure to identify theft
Identify specific steps that should be taken by a victim of identity theft
Explain the implications of foreclosure and bankruptcy

VIII PROTECTING AGAINST RISK

Achievement Standard: Analyze choices available to consumers for protection against risk and financial loss.

Level 1 Performance Expectations
Identify risks in life and how to gain protection against the consequences of risk
Define basic insurance terms (e.g., deductible, premium, peril, risk)

Level 2 Performance Expectations
Explain how all types of insurance are based on the concept of risk sharing and statistical probability
Evaluate insurance as a risk management strategy

Level 3 Performance Expectations
Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, home and apartment, health, life, long-term care, disability)
Explain why insurance needs change throughout the life cycle
- Identify various suppliers of insurance (e.g., public and private)
- Explain the role of insurance in financial planning as a wealth-building and wealth-preservation tool

**Level 4 Performance Expectations**
- Develop recommended insurance coverage for individuals/families for various risks and different income levels
- Develop a plan for family financial security (e.g., secure storage of documents, cash reserve, household inventory, medical records retention) in case of a disaster, after which an individual may need to re-establish identity.
Entrepreneurship
ENTREPRENEURSHIP

Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. All students benefit from developing an appreciation for and understanding of entrepreneurship in our economy; most of the jobs (both professional and technical) created in recent years have been in the small business sector. Forecasts indicate that this trend will continue.

Entrepreneurial skills are necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive corporate world. Entrepreneurship is a natural fit for business education because entrepreneurship integrates the functional areas of business—accounting, finance, marketing, and management—and the legal and economic environments in which any new venture operates.

Today, entrepreneurial ventures are particularly impacted by the advancement of technology and the rise of e-commerce. These updated standards reflect this impact with their inclusion of performance expectations related to:

- recognizing the importance of technology to business operations and performance;
- surveying the range of electronic tools now available for business record keeping; and
- using interactive Internet technologies to identify and solve various business problems.

As indicated in these standards, instruction in entrepreneurship begins with developing an appreciation for the “entrepreneurial mindset” and for the fundamentals of beginning a new business venture for students in intermediate and middle school grades, and then advancing to more abstract applications at the upper educational levels. Considering the ever-changing nature of the workplace, few subjects provide knowledge that is more valuable to all students across all curriculum areas, regardless of their career orientation.

Achievement Standard: Recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities.

A. ROLE OF THE ENTREPRENEUR IN BUSINESS

Level 1 Performance Expectations
- Explain the terms entrepreneur and entrepreneurship
- Describe the differences between being an entrepreneur and an employee

Level 2 Performance Expectations
- Identify the reasons an individual would want to be an entrepreneur
- Analyze the trade-offs between the roles of an entrepreneur and an employee

Level 3 Performance Expectations
- Identify and appraise the unique contributions of entrepreneurs to the economy of a country
- Explain the importance of entrepreneurship as a choice in a market economy
- Differentiate between entrepreneur and intrapreneur

Level 4 Performance Expectations
- Assess the impact of entrepreneurship on your local community and its economy
- Participate in an entrepreneurial program that advances economic growth
B. CHARACTERISTICS OF AN ENTREPRENEUR

Level 1 Performance Expectations
- Identify the characteristics of a successful entrepreneur
- Recognize the role of entrepreneurs in the local community

Level 2 Performance Expectations
- Analyze the characteristics of successful entrepreneurs
- Compare and contrast one’s personal characteristics with those that are typical of an entrepreneur
- Compare and contrast the risks and benefits of choosing to become an entrepreneur

Level 3 Performance Expectations
- Examine one’s ability to take risks as an entrepreneur
- Assess one’s personal qualifications to become an entrepreneur

Level 4 Performance Expectations
- Examine the role of entrepreneurship in a career and college pathway
- Develop a portfolio of personal accomplishments demonstrating entrepreneurial characteristics

C. ENTREPRENEURIAL SKILLS AND ETHICAL RESPONSIBILITIES

Level 1 Performance Expectations
- Identify effective communication methods used in business
- Demonstrate the ability to work in a team
- Recognize positive character traits
- Discuss examples of honest and dishonest business practices

Level 2 Performance Expectations
- Select effective communication techniques for business scenarios
- Communicate effectively in business activities
- Demonstrate integrity in relationships, decisions, and communications using an ethical model
- Define ethics and identify common ethical issues that entrepreneurs encounter
- Demonstrate ethical behavior in small-group situations

Level 3 Performance Expectations
- Evaluate the best method of communication for business scenarios
- Prepare for and participate effectively in business collaborations with diverse partners
- Develop a code of ethics for a business venture
- Analyze the effect of unethical behavior on a business
- Identify strategies that facilitate ethical behavior in a small business

Level 4 Performance Expectations
- Compare and contrast the effectiveness of communication methods used in business
- Analyze the causes of communication failure and evaluate the solutions to such failures
- Effectively collaborate to solve entrepreneurial issues
- Apply ethics to business decision making

D. IDEA GENERATION THROUGH INNOVATION AND PROBLEM SOLVING

Level 1 Performance Expectations
- Invent a solution to a problem
- Brainstorm ideas for a new product or service
- Recognize opportunities resulting from other peoples’ wants and perceived needs
Level 2 Performance Expectations
- Describe opportunities/problems that led to the development of successful entrepreneurial endeavors
- Generate ideas for products and/or services to meet consumers’ needs
- Evaluate the viability of alternative solutions for products and/or services

Level 3 Performance Expectations
- Identify an innovative opportunity and investigate the steps in establishing a business oriented toward that opportunity
- Compare and contrast the advantages and disadvantages of buying an existing business, starting a new business, or purchasing a franchise

Level 4 Performance Expectations
- Use research tools to identify the consumers’ needs and wants
- Analyze potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk
- Discuss the impact on business of being socially responsible (e.g., discuss the ethical dilemma between what is profitable and what is socially responsible)

Level 3 Performance Expectations
- Recognize a social problem and use entrepreneurial principles to organize, create, and manage a non-profit venture to achieve social change
- Identify and create a socially responsible business that aims to generate profit while addressing a societal need

Level 4 Performance Expectations
- Create an innovative solution for an identified social problem

B. GREEN ENTREPRENEURSHIP
Level 1 Performance Expectations
- Define green entrepreneurship
- Research commonly-used products to determine how they benefit the earth or conserve resources
- Effectively communicate energy conservation efforts

Level 2 Performance Expectations
- Identify potential solutions for environmental concerns
- Investigate business opportunities related to environmental concerns

Level 3 Performance Expectations
- Investigate requirements for establishing a certified “green” business
- Research methods businesses can use to become environmentally responsible
- Research sustainable business product choices that are environmentally sound
- Generate ideas for creating green business ventures (e.g., renewable energy technologies-solar/wind/biomass power, locally grown food and fuels, eco-friendly clothing, green cars, etc.)

II ENTREPRENEURIAL TRENDS

Achievement Standard: Recognize trends and social responsibilities can lead to entrepreneurial opportunities.

A. SOCIAL ENTREPRENEURSHIP
Level 1 Performance Expectations
- Define social entrepreneurship
- Recognize how one can make a difference in their community by integrating community service and civic responsibility and engagement

Level 2 Performance Expectations
- Identify potential solutions for social concerns

Level 3 Performance Expectations
- Investigate requirements for establishing a certified “green” business
- Research methods businesses can use to become environmentally responsible
- Research sustainable business product choices that are environmentally sound
- Generate ideas for creating green business ventures (e.g., renewable energy technologies-solar/wind/biomass power, locally grown food and fuels, eco-friendly clothing, green cars, etc.)
Level 4 Performance Expectations
- Create sustainable business ventures that do not have a negative impact on the global or local environment, community, or society
- Apply green techniques to conventional business ventures

ECONOMICS

Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.

A. ROLE OF THE ENTREPRENEUR IN THE ECONOMY

Level 1 Performance Expectations
- Define opportunity costs and give examples
- Explain the importance of opportunity cost when making a decision
- Define scarcity

Level 2 Performance Expectations
- Describe how a market economy resolves the problems of what, how, and for whom to produce
- Explain the determinants of supply and demand
- Explain how supply and demand markets interact to determine price
- Compare and contrast the different types of market structures

Level 3 Performance Expectations
- Analyze the effect of different market structures on market price
- Construct and interpret a demand curve
- Explain why demand is necessary to the success of an entrepreneurial venture

Level 4 Performance Expectations
- Determine if an economic situation results in movement along the demand curve or a shift in the demand curve
- Recognize situations that result in a shift in demand and determine the direction and economic consequences of the shift

B. FUNCTION OF PRICE

Level 1 Performance Expectations
- Define what is meant by the cost of a good or service
- Define what is meant by the price of a good or service
- Describe the interrelationship between cost and price

Level 2 Performance Expectations
- Describe the difference between fixed costs and variable costs
- Describe the impact of variable costs on pricing

Level 3 Performance Expectations
- Develop and analyze pricing objectives
- Compare and contrast pricing policies for an entrepreneurial venture
- Recommend appropriate pricing strategies
- Calculate the number of products to be sold to make a profit using break-even analysis

Level 4 Performance Expectations
- Analyze how a fluctuating economy impacts price competition and pricing policies
- Research the factors which effect global pricing (e.g., international currency fluctuations, price escalations due to tariffs, price controls, anti-dumping laws, etc.)
C. ROLE OF PROFIT

Level 1 Performance Expectations
- Compute the difference between total revenue and total expenses
- Determine if there is a profit or loss for a business

Level 2 Performance Expectations
- Evaluate short-term alternatives for a business to reach profitability
- Evaluate long-term alternatives for a business to reach profitability
- Establish a profit goal for an entrepreneurial venture

Level 3 Performance Expectations
- Explain the role of the entrepreneur’s contribution of time, money, and expertise as it relates to profit
- Identify options for use of profit in a business

Level 4 Performance Expectation
- Formulate a plan for utilizing profit in a business

Level 3 Performance Expectations
- Explain the effects of government regulations on international trade
- Identify the challenges of selling to consumers in other countries
- Describe ways the Internet has impacted trade between countries
- Identify financial export assistance programs that U.S. government agencies and investment corporations offer
- Analyze given situations considering the cultural, legal, political, social, and economic issues of developing international relationships

Level 4 Performance Expectation
- Analyze how expanding from domestic to international trade impacts a business

D. INTERNATIONAL TRADE

Level 1 Performance Expectations
- Describe the concepts of import and export
- Identify products that have been imported into the United States and identify their country of origin
- Identify products that have been exported by the United States and identify their receiving countries

Level 2 Performance Expectations
- Describe the benefits and risks of international trade
- Investigate opportunities for international trade

Level 3 Performance Expectations
- Explain the concepts of import and export
- Identify products that have been imported into the United States and identify their country of origin
- Identify products that have been exported by the United States and identify their receiving countries

Level 4 Performance Expectations
- Identify target markets for potential new businesses
- Define and give examples of market segmentation methods
- Define and give examples of target markets for business ventures
- Conduct market research to determine target market

IV MARKETING

Achievement Standard: Develop a marketing vision to introduce a product or service.

A. IDENTIFYING THE MARKET

Level 1 Performance Expectations
- Define the function of marketing in an entrepreneurial venture
- Determine the needs and wants of specific consumers
- Discuss the concept of market share

Level 2 Performance Expectations
- Define and give examples of market segmentation methods
- Define and give examples of target markets for business ventures

Level 3 Performance Expectations
- Conduct market research to determine target market
Use primary and secondary data sources to locate information about potential target markets
Formulate a customer profile for a business venture
Estimate market share for a specific product or service

Level 4 Performance Expectations
- Construct a plan outlining how social media outlets can be used to identify target markets
- Design procedures and strategies for reaching potential niche and underserved audiences for business ventures

B. REACHING THE MARKET
Level 1 Performance Expectations
- Identify elements of marketing (e.g., product, place, price, and promotion)
- Design/select products to meet customer wants
- Explain the importance of location for a business
- Price a product in order to yield a profit
- Create promotional activities for a given product

Level 2 Performance Expectations
- Discuss marketing factors that affect pricing
- Identify appropriate locations for business ventures
- Prepare appropriate advertising and publicity activities for a business
- Identify the advantages and disadvantages of marketing a business on the Internet
- Design a new product to meet unfilled consumer wants

Level 3 Performance Expectations
- Select appropriate channels of distribution to reach a target market

Level 4 Performance Expectations
- Describe how emerging technologies have impacted the components of marketing (e.g., product, place, price, and promotion)
- Analyze the components of an effective e-commerce site
- Design a marketing plan for a business

C. KEEPING/INCREASING THE MARKET
Level 1 Performance Expectations
- Identify ways to respond to customer concerns and why it is important
- Discuss the importance of a business giving back to the community
- Describe why customer loyalty is critical to a business

Level 2 Performance Expectations
- Discuss the impact of competition on keeping/increasing market share
- Describe techniques for obtaining customer feedback
- Identify ways a business can contribute to the community
- Discuss how networking can help maintain/increase market share
- Discuss how selling on credit can help increase market share

Level 3 Performance Expectations
- Analyze where the market is in its product life cycle
- Identify ways businesses track customers
- Design strategies for maintaining customer loyalty
Describe benefits of participating in a business-sponsored community service activity
Develop quality control procedures
Research the advantages and disadvantages of how selling on credit relates to market share
Conduct a competitive market analysis

**Level 4 Performance Expectations**
- Develop a strategy for gaining/maintaining a competitive edge
- Implement an electronic method to track customer purchases and feedback
- Modify marketing plans based on customer feedback

**B. SOURCES AND TYPES OF FUNDING**

**Level 1 Performance Expectation**
- List common sources from which entrepreneurs can secure funding

**Level 2 Performance Expectations**
- Explain the advantages and disadvantages of primary sources of borrowing
- Define the differences between debt and equity financing
- Identify the components of a loan application

**Level 3 Performance Expectations**
- Identify the major options of funding for a business
- Describe situations in which financial experts should be consulted for the interpretation of financial data
- Describe the advantages and disadvantages of debt and equity financing
- Discuss potential sources of funding (e.g., mortgage, short-term loan, long-term loan, angel network, investors, and credit line)
- Assess the role of government assistance in the growth and development of small businesses
- Assess the impact of responses to loan application questions on an entrepreneur’s chances of receiving a loan
- Describe the criteria that determine an entrepreneur’s credit worthiness and the impact this might have on obtaining a business loan

**Level 4 Performance Expectations**
- Create alternative solutions to obtain financing
- Develop a strategy to improve an entrepreneur’s adverse credit
VI ACCOUNTING

Achievement Standard: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

A. BUSINESS RECORDS

Level 1 Performance Expectations
- Identify the reasons for keeping business records
- Identify types of financial records and the type of data in each
- Describe problems that might be caused by failure to keep business records

Level 2 Performance Expectations
- Determine the appropriate records required for a business venture
- Describe the importance of keeping accurate business records
- Describe the impact of incomplete and/or inaccurate business records on a business

Level 3 Performance Expectations
- Describe the interrelationships of various business records
- Analyze the effect that inaccurate and/or missing records have on other business records
- Evaluate software, methods, and systems available for maintaining business records
- Develop an accounting system for an entrepreneurial venture
- Use software to maintain business financial records

Level 4 Performance Expectations
- Analyze the relationship of business records and tax reporting
- Research requirements for retention of accounting records and business documents

B. UTILIZING AND INTERPRETING BUSINESS RECORDS

Level 1 Performance Expectations
- Identify and complete basic records for a business (e.g., cash sales receipts, credit card receipts, and checkbook entries)
- Prepare basic financial statements (e.g., income statements, balance sheet)

Level 2 Performance Expectations
- Estimate staffing and purchasing needs based on sales data
- Select and complete appropriate records for an entrepreneurial venture

Level 3 Performance Expectations
- Prepare necessary financial statements for an entrepreneurial venture
- Use sales and budget forecasts in business planning
- Develop plans to manage accounts receivable and accounts payable
- Compare actual income and expenses to budgeted amounts for a specific period
- Calculate financial ratios
- Analyze for decision-making purposes the financial health of a business
- Analyze for decision-making purposes the cash flow of a business
- Analyze for decision-making purposes the worth of a business

Level 4 Performance Expectations
- Prepare three-year proforma statements for an entrepreneurial venture
- Evaluate the financial condition of a firm based on business records
- Assess alternatives for solving cash flow problems
Achievement Standard: Develop a management plan for an entrepreneurial venture.

A. ESTABLISHING A VISION

Level 1 Performance Expectation
- Establish personal short-term goals

Level 2 Performance Expectations
- Create a personal vision statement for the next five years
- Develop strategies for achieving a personal vision
- Create a vision statement for a business venture

Level 3 Performance Expectations
- Establish short- and long-term goals for an entrepreneurial venture
- Develop the strategies for achieving the goals for an entrepreneurial venture
- Create a mission statement for an entrepreneurial venture

Level 4 Performance Expectations
- Create a strategic growth plan
- Analyze exit plan options

B. STAFFING A DIVERSE WORKFORCE

Level 1 Performance Expectations
- Define culture
- Discuss cultural differences
- Describe influences of other cultures on U.S. business
- Recognize how the Internet is used to expand a business globally
- Identify characteristics of a good employee
- Explain why friends and family members may not be an entrepreneur’s best potential choice for an employee

Level 2 Performance Expectations
- Compare and contrast business practices in different cultures
- Identify skills and qualities needed for specific jobs and careers
- Describe the importance of a diverse workforce

Level 3 Performance Expectations
- Analyze necessary modifications to U.S. business practices to facilitate interaction in a global marketplace
- Plan human resource needs and determine staffing requirements
- Create an organizational structure for an entrepreneurial venture
- Design hiring procedures to obtain a diverse workforce
- Conduct a task analysis to determine job responsibilities
- Develop job descriptions for positions in an entrepreneurial venture
- Describe the role of compensation in relation to productivity when hiring individuals
- Identify situations where independent contractors could be used for hiring needs

Level 4 Performance Expectations
- Research the effects that globalization has on the workforce and how it has enabled high performance networks to be established where the best skills can be found
- Explain how changes in the American culture have affected the way entrepreneurs conduct business in the U.S.
- Analyze the impact of organizational growth on staffing

C. LEADERSHIP AND TEAM BUILDING

Level 1 Performance Expectations
- Describe the characteristics of a leader
■ Describe the advantages of working as a team in a specific activity/sport

**Level 2 Performance Expectations**
■ Describe and give examples of the characteristics of successful teams
■ Explain the importance of motivation, leadership, and trust to members of a team
■ Explain the importance of clear communication to members of a team

**Level 3 Performance Expectations**
■ Explain the leadership skills that a successful entrepreneur would exhibit
■ Discuss the importance of delegation
■ Demonstrate how successful teams use support networks for problem solving
■ Develop policies and procedures for an entrepreneurial venture (e.g., code of conduct, employee suggestions, employee performance appraisal/compensation plan, training)
■ Explain the impact of managerial leadership styles on communication and motivation

**Level 4 Performance Expectations**
■ Outline a training program for new employees
■ Appraise employee performance
■ Apply effective leadership and motivation techniques

**D. MANAGING TECHNOLOGY**

**Level 1 Performance Expectations**
■ Describe the importance of technology in operating and managing a business
■ Describe ways that technology impacts a business

**Level 2 Performance Expectations**
■ Identify business problems that could be solved through the implementation of technology

■ Create technological solutions for solving business problems

**Level 3 Performance Expectations**
■ Identify different technologies used to operate and manage a business
■ Determine technological needs for a business
■ Compare the advantages and disadvantages of conducting business on the Internet
■ Examine ways to establish a business on the Internet

**Level 4 Performance Expectation**
■ Develop a technology plan for a business

**E. MANAGING RISKS**

**Level 1 Performance Expectations**
■ Describe risks faced by entrepreneurs
■ Describe and define the benefits of an emergency escape plan

**Level 2 Performance Expectation**
■ Explain ways entrepreneurs can protect themselves from risks

**Level 3 Performance Expectations**
■ Identify types of business insurance
■ Conduct a risk assessment and develop a risk management plan
■ Select types of insurance needed for a business venture

**Level 4 Performance Expectations**
■ Develop a disaster recovery plan for an entrepreneurial venture
■ Create an emergency plan to reduce risk for the entrepreneur
Achievement Standard: Analyze how forms of business ownership, government regulations, and legal regulations affect entrepreneurial ventures.

A. FORMS OF BUSINESS OWNERSHIP

Level 1 Performance Expectation
- Identify the differences between types of business ownership

Level 2 Performance Expectations
- Define a corporation and explain how it differs from a sole proprietorship and a partnership
- Compare and contrast the advantages and disadvantages of the different types of business ownership
- Define and give examples of franchising
- Describe the advantages and disadvantages of owning a franchise

Level 3 Performance Expectations
- Select the most appropriate form of business ownership for an entrepreneurial venture
- Describe special types of business ownership (e.g., S corporations and cooperatives)

Level 4 Performance Expectations
- Assess specific franchising opportunities
- Investigate procedures for changing the form of business ownership

B. GOVERNMENT AND LEGAL REGULATIONS

Level 1 Performance Expectation
- Describe how government can affect business

Level 2 Performance Expectations
- Give examples of government regulations that affect a business
- Explain reasons for government regulation of businesses

Level 3 Performance Expectations
- Identify and evaluate the various ways in which government affects specific businesses
- Analyze the effect of government intervention on entrepreneurial incentives
- Assess the need for legal assistance
- Explain how tax policies affect business
- Explain how licensure affects business
- Identify licenses that a small business must obtain
- Identify legal issues facing entrepreneurs who establish e-commerce sites

Level 4 Performance Expectations
- Identify ways of protecting ideas and inventions
- Explain the importance of contracts and the enforcement of intellectual property
- Analyze the impact of governmental regulations and how they protect businesses
- Acquire the information necessary to comply with governmental regulations affecting an entrepreneurial venture
- Explain how governmental regulations impact competitiveness in the global market
- Acquire the information necessary to comply with governmental regulations affecting an entrepreneurial venture
- Acquire the information necessary to comply with governmental regulations affecting an entrepreneurial venture
- Acquire the information necessary to comply with governmental regulations affecting an entrepreneurial venture

IX BUSINESS PLANS

Achievement Standard: Develop a business plan.

Level 1 Performance Expectations
- Describe the importance of planning
Describe why businesses must plan
Identify the major components of a business plan
Develop a plan for a specific event

Level 2 Performance Expectations
Define long-term and short-term planning
Select a specific event and identify long-term and short-term planning activities
Describe the use of a business plan
Identify the information to be included in each component of a business plan

Level 3 Performance Expectations
Research business plan resources and information
Critique the effectiveness of a business plan for a specific business
Develop a business plan for an entrepreneurial venture

Level 4 Performance Expectations
Decide when professional consultants should be used in preparing a business plan
Analyze the importance of the information in the business plan to different stakeholders
Prepare a timetable for establishing an entrepreneurial venture
Evaluate and update the business plan on a regular basis
INFORMATION TECHNOLOGY has radically changed the landscape of business and the global society. Once viewed as an area only for computer programmers, engineers, and scientists, the information technology field is now viewed as an indispensable resource for organizational and personal productivity for achieving an organization’s business goals, and for facilitating the attainment of an individual’s life and career goals.

Mastery of technology tools is a requirement rather than an option for enhancing academic, business, and personal performance. To prepare students to be successful in today’s global business environment, which is increasingly dependent on—and defined by—technology tools, educators must focus on the use of technology as a tool for facilitating business functions.

Accordingly, business educators should

- coordinate information technology instruction in business education and across the curriculum;
- teach students to value information technology and the impact it has on their lives;
- develop students’ ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve their quality of life;
- foster the development of interpersonal and service quality skills;
- encourage ethical, legal, and responsible behavior;
- emphasize information technology as a common thread throughout all areas of business;
- encourage students to respect intellectual property, personal privacy, and information security; and
- be catalysts for change.

Achievement Standard: Assess the impact of information technology in a global society.

Level 1 Performance Expectations

- Use technology to achieve academic success and lifelong learning
- Identify uses of information technology in the home, school, workplace and global society
- Explain how information technologies meet human needs and affects quality of life
- Describe how information technology changes social mores, including approaches toward work, family, school, and other cultures
- Identify the impact of information technologies on the environment and society—both positive and negative
- Identify the risks of information technology to personal health, safety and privacy

Level 2 Performance Expectations

- Describe the impact of technology on the knowledge and skills needed for success in the workplace
- Describe how information technology affects worker-management relationships (e.g., outsourcing, mobile communications, and cloud computing)
- Identify and evaluate how information technology developments change the way users do their work
Describe how information technology creates greater interdependence among workers, organizations, and nations.

Explain how information technology has contributed to worker productivity and teamwork.

Analyze the potential societal effect of widespread reliance on information technology.

Analyze how human ingenuity and technology satisfy specific human needs.

Evaluate the cause and effect of technological solutions on society.

**Level 3–4 Performance Expectations**

- Analyze how developments in information technology affect the supply/demand characteristics of the job market.
- Illustrate how information technology changes organization structures.
- Examine how information technology changes the breadth and level of worker responsibilities.
- Evaluate how information technology transforms business processes and relationships.
- Assess how information technology changes the manner in which training is offered and implemented.
- Identify emerging trends in information technology and predict influences on business and industry.
- Analyze and compare society’s influence on information technology and information technology’s influence on society.

**Level 2 Performance Expectations**

- Evaluate the credibility and bias of information sources.
- Interpret information for use in decision making.
- Cite information sources appropriately.
- Use search procedures appropriate to type of information, nature of source, and nature of query.
- Discuss copyright rules, creative commons, and regulations (e.g., images, music, video, software).
- Explain plagiarism and its consequences.

**Level 3 – 4 Performance Expectations**

- Synthesize information from data sources to formulate decisions across the curriculum.
- Analyze and use mathematical and/or statistical methods to manipulate data into useful information.
- Present analyzed information in a meaningful format.

**INFORMATION LITERACY**

Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

**Level 1 Performance Expectations**

- Use information technology resources to retrieve information.

**DIGITAL CITIZENSHIP**

Achievement Standard: Demonstrate respectful, responsible and ethical behavior in a digital world.

**Level 1 -2 Performance Expectations**

- Identify and explore basic privacy issues associated with technology.
Explore the risks and dangers of sharing personal information in a digital world (e.g., digital footprint, cyberbullying)

Explore the possibilities and perils of digital communications

Discuss and apply internet safety practices

Identify how social media is used to learn across the curriculum

Discuss basic issues related to responsible use of technology and describe personal or legal consequences of inappropriate use

Explain the consequences of illegal and unethical use of information technologies

Demonstrate respectful and responsible use and creation of media and technology

Demonstrate the appropriate and legal use of intellectual property

Demonstrate legal and ethical behaviors when using information technologies

Identify aspects of global connectivity and its implications

Demonstrate appropriate etiquette when using information technologies

Discuss the process of safely buying and selling online

Review acceptable use policies for legal and ethical use of information

**Level 3 – 4 Performance Expectations**

- Recognize the importance of your digital footprint and manage it professionally
- Recognize responsible use of digital commerce
- Recognize how information technology contributes to lifelong learning
- Implement organization policies and procedures dealing with legal and ethical issues
- Compare and contrast various types of license agreements (e.g., open source, multiple license agreements, single-user installation, site license)
- Read, interpret, and adhere to software license agreements and legal mandates
- Analyze legal and ethical dilemmas within the framework of current laws and legislation (e.g., virus development, hacking, threats, phishing)

**DEVICES AND COMPONENTS**

Achievement Standard: Describe current and emerging devices and components; configure, install, and upgrade equipment; diagnose problems; and repair hardware.

**Level 1 Performance Expectations**

- Identify devices appropriate for specific tasks
- Identify the components of devices
- Connect needed external components
- Evaluate the capabilities and limitations of devices for user needs
- Explain the purpose, operation, and care of devices and components
- Identify examples of emerging technologies
- Identify storage options

**Level 2 Performance Expectations**

- Describe interrelationships between device components and supportive applications
- Troubleshoot and diagnose applications and devices using appropriate resources (e.g., help desks, online help, manuals)
- Evaluate devices and features to make sound consumer decisions
- Compare and contrast various storage devices (e.g., local, removable, remote, cloud)
- Remove, upgrade, store, and install computer hardware and supportive applications
Level 3–4 Performance Expectations
- Troubleshoot and repair computer hardware and resolve related application problems
- Obtain hardware certification(s) needed for a chosen career path
- Evaluate and recommend devices to solve specific problems
- Analyze cost benefit and life cycle of devices
- Evaluate device vendors, warranties, and purchasing options

OPERATING SYSTEMS

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize operating systems. Diagnose and solve problems with various types of operating system utilities.

Level 1–2 Performance Expectations
- Navigate the basic operating system
- Manage files and folders
- Describe various operating systems, platforms, and utilities (e.g., android, iPhone system, chrome, open source)
- Describe features of operating systems that can be personalized
- Differentiate between operating systems and applications

Level 3–4 Performance Expectations
- Compare and contrast the functions, features, and limitations of different operating systems and utilities (e.g., open source, mobile, and proprietary operating systems)
- Select operating systems and utilities appropriate for specific hardware, software, and tasks
- Install and customize operating systems and utilities

Level 1 Performance Expectations
- Develop proper input techniques (e.g., keyboarding, voice recognition, handwriting recognition, virtual keypad, and the use of a multi-touch screen, mouse/pad, or stylus)
- Identify appropriate input technology for various tasks
- Describe ergonomic issues related to input technologies

Level 2–4 Performance Expectations
- Select appropriate input technology to optimize performance
- Apply a variety of input technologies to maximize productivity
- Use a variety of input technologies to optimize academic and workplace performance
- Create media using a variety of input technologies
VII APPLICATIONS

Achievement Standard: Identify, evaluate, select, install, use, upgrade, troubleshoot, and customize applications.

Level 1 Performance Expectations
- Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum
- Use collaborative application tools to support learning
- Produce projects that include a variety of media (e.g., images, text, video, web-based tools, and audio)
- Explore social media applications
- Identify help features and reference materials to learn applications and solve problems

Level 2 Performance Expectations
- Use help features and reference materials to learn applications
- Evaluate and select the appropriate applications to productively complete tasks
- Identify and use resources to solve problems using application software
- Compare and contrast application features
- Install, upgrade, and customize applications

Level 3 - 4 Performance Expectations
- Evaluate providers, licensing, and purchasing options
- Use the collaborative features of applications to accomplish organizational tasks
- Apply advanced features of applications for productivity
- Evaluate the effectiveness of applications to solve specific problems
- Diagnose and solve problems resulting from an application’s installation and use

Level 3 - 4 Performance Expectations
- Use applications to analyze data for making good business decisions
- Obtain software industry certification(s) needed for a chosen career path
- Demonstrate the transferability of skills between applications
- Diagnose and solve application problems
- Select and integrate productivity software products appropriate for various computer platforms
- Identify, evaluate, and select software specific to an organizational function and/or industry
- Analyze cost benefit and life cycle of applications
- Create training materials for applications

VIII DIGITAL MEDIA

Achievement Standard: Use and create digital media.

Level 1-2 Performance Expectations
- Explore current and emerging digital media
- Select and apply digital media appropriate for specific tasks
- Create digital media to enhance academic achievement across the curriculum
- Identify and select appropriate delivery methods and tools for digital media projects
- Troubleshoot digital media applications
- Create digital media projects collaboratively
- Use elements of digital and visual literacy appropriately

Level 3 - 4 Performance Expectations
- Interpret, analyze, and determine meaning for digital media production
- Create an original high-end, professional quality media production
| Analyze and select appropriate digital media formats and properties (e.g., plug-ins, codecs, compression) |
| Analyze digital media delivery tools and their affect on business functions |
| Develop digital media delivery system solutions (e.g., streaming media servers, custom authored media) |
| Select and integrate digital media appropriate for various platforms |
| Obtain digital media industry certification(s) |

**WEB DEVELOPMENT AND DESIGN**

Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.

**Level 1-2 Performance Expectations**
- Identify and utilize various types of resources for web development
- Identify and apply appropriate design concepts
- Design and create web pages
- Design and create websites incorporating digital media
- Publish websites on local and remote systems

**Level 3 - 4 Performance Expectations**
- Identify client and target audience needs
- Create content that is readable, accessible, searchable, and sticky
- Explain and use various Internet protocols
- Research and apply accessibility guidelines and laws affecting website design
- Assess website content in terms of organization policies and federal and state laws
- Research and analyze hosting and domain name solutions
- Compare and contrast the features of web development applications
- Use digital media optimized for website integration
- Install and configure web development applications and plug-ins
- Design, develop, and deliver advanced web content and applications using authoring tools
- Build dynamic web elements utilizing scripting, coding, and database integration
- Create a comprehensive website using industry design standards
- Test, implement, and evaluate the website
- Analyze web server solutions and platforms
- Plan, set up, and configure a web server
- Design e-commerce solutions
- Troubleshoot advanced server and site dilemmas
- Analyze work flow and project management procedures relevant to web design
- Build websites to support mobile platforms
- Develop organization policy for website content and access
- Connect web servers to application servers for interoperability
- Obtain web development and design industry certification(s)

**DATABASE MANAGEMENT SYSTEMS**

Achievement Standard: Use, plan, develop, and maintain database management systems.

**Level 1 Performance Expectations**
- Retrieve and use information from a database
- Define basic database terminology
Level 2 Performance Expectations
- Identify the appropriate type of database for a particular situation
- Identify the variety of data types that are stored in database management systems
- Create, modify, and extract data from databases for decision making
- Describe search strategies and use them to solve common information problems
- Organize and present the results of data retrieval through reports

Level 3 Performance Expectations
- Identify the concepts and terminology for enterprise level databases
- Plan, develop, and implement an enterprise level database management system
- Utilize the application development tools from various vendors to interact with a developed enterprise level database management system
- Analyze, assess, and troubleshoot enterprise level database management systems
- Deploy database development tools to create solutions for reaching organizational goals
- Obtain database management industry certification(s)

Level 4 Performance Expectations
- Develop retention schedules that adhere to organizational policies and governmental laws
- Use data mining techniques to extract useful information
- Explain the options for converting legacy records to electronic database management systems

Level 1 – 2 Performance Expectations
- Define project management principles
- Use project management to complete projects across the curriculum
- Build timelines for projects
- Apply project management concepts for collaborative works projects

Level 3 – 4 Performance Expectations
- Identify and explain the steps in the systems development life cycle
- Identify and describe various structured analysis and design tools
- Use project management to manage information systems development projects
- Analyze a current system using structured systems analysis tools
- Define system requirements using structured systems analysis tools
- Incorporate appropriate user interface design principles
- Identify and apply appropriate application development tools
- Develop a conversion plan
- Develop design specifications for record types, output, and data stores
- Create appropriate documentation for information systems
- Develop a testing plan
- Develop a training plan
- Obtain project management industry certification
XII PROGRAMMING AND APPLICATION DEVELOPMENT

Achievement Standard: Design, develop, test, and implement programs and applications.

Level 1-2 Performance Expectations
- Identify and define object-oriented programming terminology
- Demonstrate the ability to code using object-oriented programming

Level 3-4 Performance Expectations
- Identify and explain programming structures
- Differentiate between source and object code
- Choose the appropriate language or application development tool for specific tasks
- Use scripting languages in application development
- Apply design principles to programming tasks
- Develop both procedural and object-oriented programs
- Select and incorporate appropriate compiler
- Code common tasks using application development tools
- Code a program solution in more than one programming language
- Test, debug, and document code
- Maintain and reengineer existing code
- Develop programs and applications for a variety of platforms
- Design 3D and gaming environments in relationship to the development of applications
- Explore immersive and visualization techniques
- Obtain programming industry certification(s)

XIII DATA AND NETWORKING INFRASTRUCTURES

Achievement Standard: Develop the skills to design, deploy, and administer networks and telecommunications systems.

Level 1 – 2 Performance Expectations
- Identify basic network connectivity concepts
- Apply basic networking terminology to a network environment
- Identify and use basic networking resources
- Recognize the impact of the convergence of telephony, data, and video communications on networks
- Configure basic networking devices and security

Level 3 Performance Expectations
- Identify network connectivity hardware and related software
- Identify network architecture and topologies
- Identify and distinguish network protocols, standards, and theoretical models in actual implementations
- Identify network hardware infrastructure components including networking media and connection hardware and software
- Design and develop network infrastructure
- Install and configure network servers, routers, clients, and related hardware and software
- Monitor and manage computer networks
- Apply virtualization technology to servers, networks, storage and related infrastructure
- Configure and manage network operating systems in multi-vendor environments
- Implement hardware and software security solutions
Monitor and fortify network security
Develop enterprise networking solutions
Obtain telecommunications and networking industry certification(s)

Level 4 Performance Expectations
• Implement a distributed storage solution
• Develop networking strategic plans
• Develop policies, protocols and procedures for maintaining enterprising networks

INFORMATION TECHNOLOGY PLANNING AND ACQUISITION

Achievement Standard: Plan the selection and acquisition of information technologies.

Level 1 - 2 Performance Expectations
• Identify personal technology needs and budget
• Identify and research sources of information about information technologies
• Select appropriate information technologies

Level 3-4 Performance Expectations
• Identify and analyze user needs within an organization
• Research and identify information technology solutions to meet organizational needs
• Compare, contrast, and identify potential solutions to meet the needs for an organization
• Analyze, compare, and contrast total costs of ownership for information technology solutions and the return on investment
• Develop request for proposals for information systems
• Evaluate bid specifications received from vendors
• Identify the importance of inventory management on decision making
• Develop and present a project plan for identifying, evaluating, selecting, purchasing, installing, and supporting an information system

SECURITY AND RISK MANAGEMENT

Achievement Standard: Design and implement security and risk management policies and procedures for information technology.

Level 1–2 Performance Expectations
• Identify and discuss privacy issues within an organization
• Implement organizational policies and procedures for security, privacy, and risk management
• Discuss the risks of data loss and methods of prevention
• Apply ergonomic techniques to information technology tasks to avoid injury

Level 3 Performance Expectations
• Analyze security, privacy, and risk management issues
• Identify potential risks to enterprise systems from physical or cyber threats
• Implement configuration management strategies
• Implement procedures used to recover information from failures and security breaches
• Implement controls to prevent loss of integrity of data and other information resources

Level 4 Performance Expectations
• Identify risks to personnel, facilities, data, communications systems, and applications
Identify and select controls for personnel, facilities, data, communications systems, and applications appropriate to specific risks

Develop mechanisms to protect an enterprise system from physical and cyber threats

Design and implement a comprehensive security plan for information systems

Develop and implement data retention and destruction schedules

Develop and implement disaster prevention and recovery policies and procedures

**Level 1-2 Performance Expectations**

- Work in a team to solve problems and share knowledge
- Tutor and support others in information technology skills
- Develop technical reading skills
- Develop technical writing, digital communication, and presentation skills to work effectively with global cultures and diverse individuals
- Develop critical thinking skills to locate resources to solve problems
- Develop interpersonal skills
- Use information technologies to facilitate learning
- Explore online learning opportunities
- Explain the need for lifelong learning and professional growth

**Level 3 Performance Expectations**

- Demonstrate a customer-oriented, service-quality approach with users

**Level 4 Performance Expectations**

- Train end users to recognize and solve typical information technology problems
- Identify, evaluate, and select training resources to meet user needs
- Select appropriate training delivery methods
- Create learning materials to facilitate user training
- Plan and create resources to promote lifelong learning
- Plan, design, deliver, and evaluate user training

**Achievement Standard:** Describe the information technology components of business functions and explain their interrelationships.

**Level 3-4 Performance Expectations**

- Identify and examine information systems and their impact on the enterprise (e.g., Enterprise Resource Planning (ERP) systems)
- Identify and explain the major components of marketing and sales information technologies and their interrelationships
- Identify and explain the major components of accounting and finance information technologies and their interrelationships

**XVI END-USER SUPPORT AND TRAINING**

**Achievement Standard:** Develop the technical and interpersonal skills and knowledge to train and support the user community.

**Level 1-2 Performance Expectations**

- Identify and examine information systems and their impact on the enterprise (e.g., Enterprise Resource Planning (ERP) systems)
- Identify and explain the major components of marketing and sales information technologies and their interrelationships

**XVII INFORMATION TECHNOLOGY AND BUSINESS FUNCTIONS**

**Achievement Standard:** Describe the information technology components of business functions and explain their interrelationships.

**Level 3 Performance Expectations**

- Demonstrate a customer-oriented, service-quality approach with users
Identify and explain the major components of manufacturing and logistics information technologies and their interrelationships

Identify and explain the major components of research and development information technologies and their interrelationships

Identify and explain the major components of human resource management information technologies and their interrelationships

INFORMATION TECHNOLOGY CAREERS

Achievement Standard: Explore career opportunities in information technology.

Level 1-2 Performance Expectations

- Identify information technologies commonly used in all careers

Level 3-4 Performance Expectations

- Discuss the impact of information technology on all careers
- Identify common tasks performed in information technology careers
- Identify and explore career opportunities in information technology

- Examine education, experience, skills, and personal requirements for careers in information technology
- Describe the impact of technological change on information technology positions and the resulting need for lifelong learning
- Experience an information technology career (e.g., job shadowing, volunteer, apprenticeship, internship, entry level job)
- Identify the benefits of industry certifications and higher education for various information technology careers
INTERNATIONAL BUSINESS commands center stage in today’s global economy. These international business standards focus on

- raising awareness of the interrelatedness of one country’s political policies and economic practices on another;
- learning to improve international business relations through appropriate communication strategies;
- understanding the global business environment—that is, the interconnectedness of cultural, political, legal, economic, and ethical systems;
- exploring basic concepts underlying international finance, management, marketing, and trade relations; and
- identifying forms of business ownership and international business opportunities.

Students may find this content area complex and confusing if political and business events are presented as separate and random occurrences. A more effective approach is to help students understand the concept of the “political economy”—that is, to see how one phenomenon creates another and how one event starts a “ripple effect” throughout the world. In this way, students gain the ability to analyze world economic trends and their impact on financial and business decisions with a reasonable degree of accuracy.

The study of international business is best implemented early in students’ educational backgrounds and should be steadily reinforced to ensure that students graduate with the ability to use these skills effectively in global organizations. The standards provide for this structure, allowing students to build on previous knowledge and to enhance, apply, and integrate international concepts into other business content areas.

Achievement Standard: Explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels, including the local, state, national, and international levels.

A. ROLE AND IMPACT

Level 1 Performance Expectations
- Demonstrate an awareness of the global community
- Define international business
- Explain the difference between a domestic and an international company
- List examples of international trade in the local community

Level 2 Performance Expectations
- Discuss the role the United States has played in international trade throughout history
- Discuss an understanding of the relationship between international events and business activities
- Explain the role of international business at the local, state, and national levels
- Identify international trade partners and describe the trading patterns of companies based on region, state, and country

Level 3 Performance Expectations
- Describe the impact of international business activities on the local, state, national, and international economies
Interpret the impact of emerging economies and political changes on international operations, markets, commodity supply, and unemployment rates.

Level 4 Performance Expectations
- Analyze the potential impact of a domestic company involved in international business on the local community and state in which the company is located.
- Analyze the potential impact of a domestic company involved in international business on the country in which the company is located.
- Explain the different modes that companies use to enter foreign markets (including exporting, turnkey projects, licensing, franchising, joint ventures, and subsidiaries), and identify advantages and disadvantages of each entry mode.

B. GEOGRAPHY

Level 1 Performance Expectations
- Identify major geographical regions and identify key countries within those regions.
- Research basic information on countries in each region and locate the countries on a map.
- Differentiate between various time zones worldwide.
- Recognize major cities throughout the world and identify the countries in which they are located.

Level 2 Performance Expectations
- Identify the current major emerging markets.
- Locate the major trade regions of the world.
- Explain how time zones around the world affect businesses.

Level 3 Performance Expectation
- Describe the resources (e.g., ports; trade routes; transportation centers; foreign trade zones; and natural, financial, and human resources) of major cities throughout the world.

Level 4 Performance Expectation
- Determine the impact of geography on international business, including factors such as climate; time zones; distance; topography; and social, economic, and natural resources.

C. CAREER OPPORTUNITIES

Level 1 Performance Expectation
- Identify careers that are influenced by international business.

Level 2 Performance Expectations
- Research a career that involves working internationally.
- List the skills and qualifications needed for a selected international business career path.

Level 3 Performance Expectations
- Create a plan to obtain the skills and qualifications to enter a selected international business career.
- Explain how regional and global economies, social and cultural factors, and the political environment can affect educational and career opportunities.

Level 4 Performance Expectation
- Compare the application, interview, and hiring practices of various countries.
- Differentiate between needed career skills for positions in organizations with varying levels of involvement in international business activities.

D. TRAVEL CONSIDERATIONS

Level 1 Performance Expectation
- Describe the use and purpose of a passport and a visa.
Level 2 Performance Expectations
- Identify and locate major U.S. representational offices for travel assistance abroad
- Identify the major transportation systems of selected countries

Level 3 Performance Expectations
- Detail the processes for securing travel documents
- Explain factors affecting an international business trip
- Assess risks involved in international business travel

Level 4 Performance Expectation
- Explain the role of U.S. Customs and the customs agencies of other countries

THE GLOBAL BUSINESS ENVIRONMENT

Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, economic, and technological factors that shape and impact the global business environment.

A. SOCIAL AND CULTURAL INFLUENCES

Level 1 Performance Expectations
- Define terms such as culture, multiculturalism, stereotyping, and cultural bias and their effects on conducting business internationally
- Discuss the role of social institutions such as family, community, schools, and religion on global business practices

Level 2 Performance Expectations
- Illustrate the differences between multicultural (heterogeneous) and single-culture (homogeneous) environments
- Identify distinctive social and cultural factors that affect business activities (e.g., time, workday, work week, schedules, and holidays)

Level 3 Performance Expectations
- Compare the social roles of various subpopulations (e.g., women and minorities) in different countries
- Define intercultural competence and discuss its importance when working in a global context
- Describe how historical events shaped cultural and social structures of various countries
- Recognize gift giving in business relationships in several cultures and give examples of appropriate and inappropriate gifts for persons in a given country
- Compare business entertainment in various parts of the world
- Discuss the significance of relationship-building across different cultures
- Compare and contrast the role of hierarchy across countries and how hierarchy affects business practices
- Compare the business protocol of various countries
- Analyze the value and use of time in various cultures
- Develop a plan for receiving business visitors from a specific country
- Define “Base of the Pyramid” markets and identify social and cultural differences in these markets that affect business markets

Level 4 Performance Expectations
- Analyze how the social, cultural, institutional, and educational environments of a given country might impact a company beginning to do business in that country
- Analyze the impact of regional and world events on international business
- Evaluate the opportunities and threats that world events have on business decision making
- Evaluate cases where social and cultural factors influenced business outcomes
B. POLITICAL ENVIRONMENT

Level 1 Performance Expectation
- Identify various forms of governments

Level 2 Performance Expectation
- Differentiate between various forms of governments

Level 3 Performance Expectations
- Discuss current world events that impact international business
- Identify and explain formal and informal trade barriers
- Describe how trade barriers and incentives affect choice of location for companies operating internationally
- Analyze the impact of political environments on international business
- Describe how historical events shaped the political structure of various countries

Level 4 Performance Expectations
- Evaluate how the political environment of a given country impacts international business
- Analyze the interrelationship between trade organizations and political environments
- Evaluate cases where political factors influenced business outcomes
- Describe how political and economic systems of a country differ
- Analyze the relationship between a political system of the country and its economic system

C. LEGAL SYSTEMS

Level 2 Performance Expectation
- Identify legal systems in various countries

Level 3 Performance Expectations
- Describe various legal systems existing in the world, including common law, civil law, and theocratic law
- Define contract law and describe how it governs contract enforcement in various countries
- Describe the differences between the legal systems of various countries and compare them to the codes, statutes, and common laws of the United States
- Describe the challenges that U.S. licensing requirements for exporting products and services present to a U.S. company involved in exporting
- Recognize legal differences in areas such as consumer protection, product safety, labor laws, contract formulation, liability, and taxation for various countries
- Compare system of U.S. worker protection and benefits with other countries’ systems
- Define methods for resolving legal differences (e.g., mediation, arbitration, and litigation) in different cultures
- Identify the levels of regulation applied to intellectual properties (e.g., copyrights, trademarks, and patents) in different countries
- Describe formal practices used by a given country to limit international companies from establishing or conducting business
- Describe how historical events shaped the legal system of various countries

Level 4 Performance Expectations
- Discuss legal implications for conducting business across national boundaries
- Analyze implications of regulations, such as the Foreign Corrupt Practices Act, for international business
- Analyze the major legal aspects and ramifications of international relations with special emphasis on topics such as financial systems and reporting, licensing, judicial systems, and repatriation
- Evaluate cases where legal factors influenced business outcomes
D. ECONOMIC ENVIRONMENT

Level 2 Performance Expectations

- Identify the natural, human, and capital resources used to produce goods and services exported to other countries
- Describe the decision-making process, opportunity costs, and scarcity as they relate to international business situations
- List characteristics that define the various levels of economic development of countries
- Define terms such as inflation, gross domestic product (GDP), purchasing power parity (PPP), balance of trade, foreign debt, and cost of living
- Describe various economic systems, including free market economy and government-controlled economy

Level 3 Performance Expectations

- Explain the difference between the free market economy and government-controlled economy
- Identify how economic issues (e.g., inflation, foreign debt, GDP, PPP, interest rates, and cost of living) affect international business activities
- Analyze the availability of resources in a country and the economic potential of the country to improve the quality of life of its citizens by engaging in international trade
- Explain how opportunity costs are used in decision making to allocate the resources
- Describe situations in which comparative and absolute advantages occur
- Identify how various economic systems influence what is produced, how it is produced, for whom it is produced, and who benefits from this production
- Discuss the effect of demographics, literacy level, technology, natural resource availability, and infrastructure on the level of a country’s economic development
- Analyze competitive situations that companies face in global business markets
- Interpret current economic statistics for various countries using official websites and reports
- Identify how international business activities affect the balance of trade
- Appraise the comparative and absolute advantage of several countries given specific trade opportunities
- Evaluate the competitive strengths and weaknesses of a company involved in international business
- Discuss the role of informal economic activities in developing and industrialized economies

Level 4 Performance Expectations

- Identify the individual and collective roles that industrialized, developing, and less-developed countries play in international business
- Develop a plan to obtain the resources needed to export goods and services
- Apply comparative or absolute advantage to a company strategy
- Analyze the economic development of several less-developed and developing countries and identify the opportunities and challenges that companies operating internationally may encounter
- Analyze the economic impact of contributions that global businesses have made to the countries in which they are doing business
- Determine appropriate business strategies for operating in foreign market situations such as pure competition, monopoly, and oligopoly
- Develop a business plan for a company conducting business internationally based on an analysis of current economic statistics
- Assess the causes, benefits, and drawbacks of informal economic activities
Achievement Standard: Apply communication strategies necessary and appropriate for effective and mutually-beneficial international business relations.

A. ORAL AND WRITTEN COMMUNICATION

Level 1 Performance Expectations
- Demonstrate awareness, appreciation, and respect for different languages and culture
- Identify basic words and phrases in languages used in business throughout the world
- Recognize appropriate etiquette in communication in a multicultural environment

Level 2 Performance Expectations
- Discuss challenges that can arise in a multilingual business environment
- Discuss complications resulting from speaking, writing, or interpreting a language incorrectly

Level 3 Performance Expectations
- In a given language, use words and phrases important to business people
- Explain conversation modifications for communicating with a person who speaks English as a second language
- Identify the effect of translators and interpreters on international business communication and relations
- Compare the use of and information provided on business cards throughout the world
- Explain the usage of names, titles, and ranks in different cultures and countries

Level 4 Performance Expectations
- Compose effective business communications for the global business environment that demonstrate an understanding of differences in tone, style, format, media, and contexts
- Evaluate the use of English in international communications
- Assess business consequences which may result when incorrectly speaking, writing, or interpreting another language or culture
- Identify resources and tools that can assist in facilitating effective business communication

B. NONVERBAL COMMUNICATION

Level 1–2 Performance Expectation
- Identify cultural differences in dress, gestures, and social behaviors throughout the world
Level 3 Performance Expectations
- Identify examples of nonverbal communications affecting international business relationships and negotiations
- Compare cultural attitudes about use of time, silence, space, gestures, body language, and body and eye contact to successful international business relationships

Level 4 Performance Expectations
- Analyze the effectiveness of appropriate non-verbal communication in an international environment given a specific situation
- Analyze various international business communication blunders resulting from nonverbal communication
- Analyze the messages that nonverbal messages can convey in different cultures

C. NEGOTIATIONS
Level 3 Performance Expectations
- Discuss how people from various cultures approach business negotiations
- Describe how the process of negotiating may be affected by cultural differences

Level 4 Performance Expectations
- Practice effective and appropriate negotiation tactics within given cultural settings
- Apply the principles of international business protocol in cross-cultural negotiations

D. TECHNOLOGY
Level 1 Performance Expectations
- Identify web tools available to communicate electronically across borders
- Communicate internationally using electronic methods

Level 2 Performance Expectation
- Identify appropriate web resources to use when researching, planning, and implementing international business activities

Level 3 Performance Expectations
- Describe the role and use of electronic communication tools (e.g., video- and computer-conferencing, webcasts, podcasting, and blogging) in international business activities
- Evaluate which telecommunication or electronic methods are most appropriate for given international business situations
- Identify technology tools and applications to facilitate global business activities

Level 4 Performance Expectations
- Identify how to adapt a company’s website to target a specific international market
- Evaluate the use of websites and social media by businesses located in different countries
- Analyze the effect of security measures and practices related to electronic business communication
- Discuss the evolution of governmental and corporate security measures and practices related to electronic business communications
- Explain the risks that threaten to disrupt international business operations, including the threat of cyber-theft, “hacktivism”, and other technology-related risks

IV GLOBAL BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

Achievement Standard: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

Level 1 Performance Expectation
- Identify ethical character traits and values shared by various cultures (e.g., honesty, integrity, compassion, and justice)
Level 2 Performance Expectations

- Define ethics and social responsibility
- Compare ethics at the corporate, individual, and culture levels
- Discuss the relationship between law and ethics
- List business actions that may positively or negatively influence ethical decisions regarding the environment, the consumer, and the well-being of society

Level 3 Performance Expectations

- Identify stakeholders to whom international companies are responsible
- Identify current and emerging ethical issues in the global business environment
- Explain how a country’s culture, history, and politics can influence ethical decisions
- Describe potential consequences of unethical business dealings in various international settings
- Identify key proactive strategies that international companies can use to build an ethical business culture
- Identify pressures that international firms may face when dealing with ethical business issues
- Identify leading organizations that provide guidance for ethical international business practices
- Identify what is included in a Corporate Code of Ethical Conduct

Level 4 Performance Expectations

- Differentiate between international ethics and international law
- Distinguish between relevant and irrelevant information regarding the identification of and solution to an ethical issue
- Determine the ethical issues and responses to the issues in given international business scenarios
- Analyze international cases involving ethical or unethical business practices
- Assess the influence of organizations that provide guidance for ethical international business practices
- Determine key performance indicators (KPIs) to assess the economic and social progress of international business activities
- Compare the Corporate Codes of Ethical Conduct adopted by companies from different countries to identify similarities and differences

ORGANIZATIONAL STRUCTURES FOR INTERNATIONAL BUSINESS ACTIVITIES

Achievement Standard: Identify forms of business ownership and entrepreneurial opportunities available in international business.

A. FORMS OF BUSINESS OWNERSHIP

Level 2 Performance Expectation

- Identify types of ownership of selected businesses involved in international trade

Level 3 Performance Expectation

- Suggest an appropriate form of business ownership (e.g., sole proprietorship, partnership, or corporation) for different international business situations
Level 4 Performance Expectation
- Determine social and cultural influences on the form of business ownership used or required in different countries

B. ENTREPRENEURIAL OPPORTUNITIES

Level 1 Performance Expectation
- Identify an opportunity or a need for a product or service in another country

Level 2 Performance Expectations
- Identify potential international business opportunities for locally based companies
- Identify risks and rewards related to doing business in a specific country

Level 3 Performance Expectations
- Identify organizations, government agencies, and other resources that a small and/or medium-sized business might use to investigate international business opportunities
- Debate the advantages and disadvantages of expansion into international business activities for a given business

Level 4 Performance Expectations
- Compare the business plans of a domestic company with those of an international company
- Examine factors that can affect market entry decisions: market selection, timing, order of entry, scale of entry, entry mode
- Discuss advantages and disadvantages of different modes of foreign market entry
- Review effective business strategies of companies that have expanded their operations abroad
- Develop a business plan for an existing company to expand to a foreign market
- Develop a business plan for a new company in a foreign market
- Describe the challenges of pursuing entrepreneurial activities internationally

C. INTERNATIONAL BUSINESS INVOLVEMENT

Level 3 Performance Expectations
- Distinguish between licensing and franchising for international business activities
- Describe internal and external factors that influence a company’s international expansion
- Create examples of joint ventures and strategic alliances for international business activities

Level 4 Performance Expectations
- Explain how contracting may be used by a company doing business internationally
- Identify factors to consider when evaluating and selecting an international business partner
- Describe different organizational structures that a company might use in the international environment
- Evaluate the use of foreign direct investments (e.g., a wholly owned subsidiary for international business activities)
- Analyze a company’s resources to determine its potential for becoming a global company

VI INTERNATIONAL TRADE

Achievement Standard: Relate balance of trade concepts to the import/export process.

A. IMPORTING AND EXPORTING

Level 1 Performance Expectations
- Define import, export, and trade
- List examples of importing and exporting

Level 2 Performance Expectations
- Discuss the differences between exporting a good and exporting a service
- Identify goods and services imported to and/or exported from a state, region, and country
- Identify reasons why countries trade with each other

**Level 3 Performance Expectations**

- List the steps in the importing and exporting process
- Identify the main participants in international trade
- Identify the risks associated with importing and exporting
- Describe situations appropriate for exporting
- Identify information and sources of financial assistance for facilitating the import/export process
- Explain the factors that influence a company’s commitment to the country(ies) in which it conducts business
- Compare the benefits and costs of indirect and direct exporting
- Analyze the import or export potential for a product or service
- Assess the ability of a company to pursue import/export opportunities
- Describe the role of state and federal agencies and other organizations that provide importing/exporting information and assistance
- Explain how historical events have contributed to the formation of strategic trade alliances

**Level 4 Performance Expectations**

- Describe the principles of export controls and licensing requirements in the U.S.
- Describe the purpose of documents commonly used in the importing and exporting process
- Evaluate a product or service as an import/export option
- Assess security measures needed in moving products to international markets
- Predict the economic and social costs and benefits of international trade to the companies, regions, and countries involved
- Discuss how companies comply with U.S. Customs regulations related to their product or service
- Develop a plan to minimize the risks involved in importing/exporting

**B. TRADE BARRIERS, INCENTIVES, AND AGREEMENTS**

**Level 3 Performance Expectations**

- Discuss why governments impose trade barriers (e.g., quotas, tariffs, licensing requirements, and exchange rate controls) and offer trade incentives
- Describe several international trade agreements and organizations (e.g., WTO, EU, NAFTA, and MERCOSUR)
- Identify and locate on a map the countries involved in each trade organization
- Compare unilateral, bilateral and multilateral trade agreements
- Illustrate and explain the relationships of the major trade alliances with each other
- Discuss the benefits to countries for entering into trade agreements

**Level 4 Performance Expectations**

- Illustrate the effects of trade barriers and/or trade incentives on the company, product category, and economies involved in the transaction
- Assess the impact of current and emerging trade issues or agreement on a specific region
- Evaluate avenues for resolving international trade disputes

**C. BALANCE OF TRADE**

**Level 2 Performance Expectation**

- Describe major exports, imports, and trading partners for selected countries
Level 3 Performance Expectations
- Describe why balance of trade matters to the local community, state, or country
- Calculate positive and negative trade balances

Level 4 Performance Expectations
- Describe potential resolutions for a negative trade balance
- Analyze a country’s balance of trade and determine specific conditions that would improve its trading potential

Level 4 Performance Expectations
- Discuss the economic and cultural factors that influence a company’s decision to use manual, automated, and computerized production systems
- Explain quality standards as they relate to international commerce

VII INTERNATIONAL MANAGEMENT

Achievement Standard: Analyze special challenges in operations, human resources, and strategic management in international business.

A. OPERATIONS AND PRODUCTION

Level 2 Performance Expectation
- Describe the production processes used to create goods and services in different countries

Level 3 Performance Expectations
- Identify how the management functions of planning, organizing, influencing, and controlling are affected by international operations and production by the cultural differences across branch offices
- Identify factors that influence the use of a particular organizational structure (e.g., functional, product, geographic, or matrix) for global business operations
- Describe uses of centralized and decentralized organizational structures
- Describe how quality measurement and management relate to the efficiency and effectiveness of an organization’s international business operations

B. HUMAN RESOURCES

Level 2 Performance Expectations
- Discuss the different living and working conditions found in various countries
- Identify the historical events in various countries that have affected how people work and relate to each other
Level 3 Performance Expectations

- Identify the factors that influence the application of managerial styles in different countries
- Define such terms as host country, home country, expatriate, national, and third country
- Identify how motivational techniques for workers may differ when used in different cultures
- Discuss requirements for employment in various countries

Level 4 Performance Expectations

- Assess how social and cultural factors influence the human resource functions (e.g., recruitment selection; employee development; evaluation; compensation, promotion, benefit and incentives; and separation, termination and transition)
- Compare ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources
- Design a system to evaluate employee satisfaction for a company involved in international business
- Identify potential advantages and disadvantages of training local managers abroad instead of using expatriate managers
- Identify components of a training and counseling plan for expatriation and repatriation of corporate staff and their families so they can effectively assimilate into their host or home environments
- Describe how compensation and employee benefits differ in various cultures
- Analyze methods used to resolve management-labor conflicts in different cultures/countries
- Compare differences in occupational health and safety standards in various countries
- Assess the impact of various occupational health and safety standards on conducting international business
- Discuss the challenges of establishing and connecting effective multicultural and cross-functional teams
- Discuss benefits and challenges of virtual team work in international settings
- Create a system that provides for leadership development for employees at all levels of the organization
- Compare cultural differences of leadership styles in varied global settings

C. STRATEGIC MANAGEMENT

Level 3 Performance Expectation

- Explain the advantages and disadvantages to a company in having access to a global labor pool

Level 4 Performance Expectations

- Describe the strategic approaches used to manage international business activities to include multidomestic, global, internationally, and transnational
- Describe a process by which companies develop international strategies and the impact of regional and country differences on that process
- Develop an international strategy for an international business venture using centralized and decentralized approaches
- Assess the market potential for the use of vertical integration in global markets
- Compare and contrast the use of outsourcing, offshoring, inshoring, and insourcing for generating value
- Evaluate the roles of subsidiaries within international businesses to contribute to increased value within the firm

VIII INTERNATIONAL MARKETING

Achievement Standard: Apply marketing concepts to international business situations.
A. FOREIGN MARKETS AND CONSUMER BEHAVIOR

Level 2 Performance Expectation
- Describe what a company must consider when marketing a product/service in other countries

Level 3 Performance Expectations
- Illustrate how social, cultural, technological, geographic, and political factors influence consumer buying behavior in different cultures
- Contrast international consumer markets and business markets
- Evaluate market potential for a product or service in a foreign market
- Describe how consumer behavior and foreign markets can affect the elements of the marketing mix
- Describe how cultural differences may affect the way a product is advertised and/or marketed in different countries

Level 4 Performance Expectations
- Create illustrations that depict buying patterns related to the demographics and psychographics of consumers in a foreign market
- Explain the influences of the international business environment on the implementation of the elements of the marketing mix in several countries
- Propose a strategy for marketing a product or service into a foreign market
- Develop a marketing plan for a company entering the international market
- Evaluate the effectiveness of an international marketing plan for a company involved in international business

B. MARKETING RESEARCH

Level 2 Performance Expectation
- Describe the difference between primary and secondary marketing research

Level 3 Performance Expectations
- Explain how the marketing research process, including data collection, can differ in international settings
- Define the steps in the marketing research process—from defining a problem to communicating results
- Create a data collection survey instrument for an international marketing research study applying knowledge of social and cultural factors in a specific country
- Locate credible Internet resources that may provide valuable information to use in making international marketing decisions

Level 4 Performance Expectations
- Evaluate data collection methods appropriate for various international marketing research situations
- Discuss uses of research findings for global business decisions (e.g., identifying target markets)
- Develop an international marketing research plan for a given product, using the Internet as part of the data acquisition plan

C. PRODUCT DEVELOPMENT

Level 1 Performance Expectations
- Identify the difference between a product and a service
- Describe how a product evolves from an idea to a finished product
- Describe how to modify a product to sell in another country

Level 2 Performance Expectations
- Describe how a company might assess the potential for a product in different markets
- Explain how product packaging is affected by culture and how it may need to be altered before the product is marketed in a new environment
Level 3 Performance Expectations
- Describe situations in which global (standardized) versus international (adapted) products would be sold
- Explain the marketing mix elements for a service company that sells in several countries
- Explain how social, cultural, and political factors affect the new product development process
- Describe how the product life cycle can be affected in an international business environment
- Explain the impact of recycling and environmental concerns in different countries on governmental policies and consumer expectations for product design and packaging

Level 4 Performance Expectations
- Evaluate situations in which a standardized versus an adapted product strategy would be appropriate
- Design a packaging plan that could meet ISO environmental standards or the standards of a country other than the United States
- Evaluate how the product life cycle affects marketing activities in the international environment

D. STANDARDS AND MEASURES
Level 1 Performance Expectations
- Convert weights and measures between Imperial System Units and Metric System Units
- Identify countries using the Imperial system and those using the Metric system

Level 2 Performance Expectations
- Explain quality standards as they relate to product development and packaging
- Discuss the challenges of using different measurement systems

Level 3 Performance Expectations
- Suggest ways of dealing with the challenge of using different measurement systems

E. PRICING STRATEGIES
Level 3 Performance Expectations
- Identify elements that should be considered in determining the price of a product
- Explain how currency exchange rates, economic conditions, and the international business environment affect prices charged in international markets
- Explain the benefits and drawbacks of dumping for domestic and international companies and countries

Level 4 Performance Expectations
- Design a pricing strategy for a product to be sold in another country
- Compare the pricing strategy for a product sold both domestically and internationally
- Evaluate the effects of governmental actions to prevent dumping

F. DISTRIBUTION CHANNELS AND INTERMEDIARIES
Level 2 Performance Expectations
- Define direct and indirect distribution channels
- Identify direct and indirect distribution channels

Level 3 Performance Expectations
- Contrast direct and indirect distribution channels for international marketing
- Identify differences in the roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies, and customs’ brokers
Level 4 Performance Expectations
- Select distribution channels for a company involved in international business
- Identify online retailing opportunities and e-commerce applications in the global marketplace

G. TRANSPORTATION AND SHIPPING
Level 1 Performance Expectations
- Describe major transportation methods and supply chains used for international business activities
- Describe types of cargo typically moved by air, truck, rail or ship

Level 2 Performance Expectations
- Describe situations in which each transportation method would be most appropriate
- Discuss the impact of geography on product distribution

Level 3 Performance Expectations
- Describe and locate the local resources (e.g., ports, trade routes, transportation centers, and foreign trade zones) in your region
- Describe [shipping] Incoterms® 2010 rules (e.g., FOB and CIF)
- Discuss the factors in determining the appropriate mode of transportation for international shipments (e.g., cost, time, size, perishability)
- Explain the impact in carbon footprint, time, and cost of choosing from among different transportation methods for freight of differing size and weight

Level 4 Performance Expectations
- Explain the purpose of shipping documents used for transporting products to other countries
- Articulate importance of Incoterms® 2010 in international trade and be prepared to use the appropriate Incoterms® 2010 rules in specific import or export situations
- Discuss the security and risk management issues pertaining to the global supply chain
- Describe the roles of a freight forwarder and a customs broker.

H. PROMOTIONAL ACTIVITIES
Level 2 Performance Expectations
- Collect advertisements related to international business
- Identify the target market and message conveyed in advertisements from international businesses
- Identify promotion strategies that can be used to promote products internationally

Level 3 Performance Expectations
- Discuss how media can be used in different international markets to promote products and services
- Analyze the influence of social and cultural factors which affect promotions in international markets
- Create a sales presentation for a product that is appropriate for an international market
- Critique advertisements aimed at consumers in an international market
- Modify an advertisement or promotional activity to address a new international target market

Level 4 Performance Expectations
- Evaluate the effectiveness of a promotional campaign used by a company in an international market
Design a marketing strategy for selling a product or a service in an international market
Identify factors that impact the choice between advertising that is customized for an international market or standardized for a worldwide market
Explore effective ways of using social media in international marketing, advertising, and promotional efforts

**INTERNATIONAL FINANCE**

Achievement Standard: Explain the concepts, role, and importance of international finance and risk management.

A. CURRENCY AND EXCHANGE

**Level 1 Performance Expectations**
- Discuss the history of currency
- Identify the currencies of various countries

**Level 2 Performance Expectations**
- Define basic terms such as currency, currency exchange, barter, and countertrade
- Calculate simple currency exchange transactions
- Explain how currency exchange rates affect business transactions
- Identify potential problems associated with dealing in foreign currencies

**Level 3 Performance Expectations**
- Describe how economic conditions, balance of payment situations, and political issues affect currency values
- Distinguish between currencies (e.g., floating versus fixed and convertible versus nonconvertible)
- Define the role of central banks and how they affect currency rates

**Level 4 Performance Expectations**
- Explain how fluctuating currency [and interest] rates affect international trade
- Identify various strategies for managing financial risks in international business

B. FINANCIAL INSTITUTIONS AND TRADE AGREEMENTS

**Level 3 Performance Expectations**
- List sources of capital for international, transnational, multinational, and global companies
- Describe the international monetary system and supranational organizations, such as the International Monetary Fund and the World Bank
- Identify basic elements of the international securities markets

**Level 4 Performance Expectations**
- Compare international financial markets
- Describe operations of electronic financial markets and international trade settlements
- Explain growth, regulations, and the impact of international banking on global business
- Analyze how companies use international securities markets
- Analyze the role of multi-national banks and how they facilitate international business
- Describe the practice of arbitrage

C. PAYMENT METHODS AND REPORTING

**Level 3 Performance Expectations**
- Explain how a business finances trade with a partner in another country
- Describe various methods of payments used in international transactions, including Letters of Credit, open account, wire transfer, and draft

**Level 4 Performance Expectations**
- Compare international financial markets
- Describe operations of electronic financial markets and international trade settlements
- Explain growth, regulations, and the impact of international banking on global business
- Analyze how companies use international securities markets
- Analyze the role of multi-national banks and how they facilitate international business
- Describe the practice of arbitrage
D. RISK MANAGEMENT
Level 3 Performance Expectation
- Identify major foreign exchange and commercial risks associated with international business activities

Level 4 Performance Expectations
- Discuss banking regulations surrounding the freezing of money and money laundering

E. MICROFINANCE ACTIVITIES

Level 2 Performance Expectations
- Define basic terms such as microloan, microfinance institution, trust group
- Explain how microloans provide business opportunities in developing economies

Level 3 Performance Expectations
- Distinguish between microloans and other microfinance services (micro-insurance, micro-savings, transfers of funds)
- Explain the role of various formal and informal microfinance providers

Level 4 Performance Expectations
- Explain how microfinance activities can enhance economic development and international trade
- Identify various linkages among formal and informal microfinance institutions
MANAGEMENT

Management is the process of using organizational resources effectively and efficiently to achieve organizational goals through planning, organizing, leading/directing, and evaluating/controlling. Management education helps students understand and analyze various management theories and apply them to the workplace. Management education also helps students understand basic management functions, their interrelationships, and the organization’s competitive niche.

Successful managers are able to maximize the utilization of human resources. They are leaders who understand the benefits of teamwork and consensus building inside and outside an organization’s operations. They recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. And, like entrepreneurs, successful managers know that the ability to discern and respond quickly to changing economic conditions and new business opportunities is crucial to remaining viable in the marketplace.

The management standards reflect
- an increased emphasis on the higher-level thinking skills required to successfully manage people and businesses,
- a recognition of the role change plays in today’s organizations,
- an appreciation for the importance of ethical and corporate responsibility, and
- the necessity of incorporating global perspectives in business today.

The study of management is an essential component in the design and delivery of the business education curriculum. The standards outlined in this section provide a solid framework for helping students build a strong knowledge base and develop effective management skills. Mastery of these standards will help students lay the groundwork for managerial competence in the global marketplace.

A. PLANNING

Level 1 Performance Expectations
- Explain the management function of planning
- Identify the benefits of planning
- Describe the decision-making process

Level 2 Performance Expectations
- Apply the decision-making process to business applications
- Analyze possible outcomes of a decision

Level 3 Performance Expectations
- Discuss the importance of vision, mission, goals, and objectives setting within the context of the business environment
- Describe how operational, tactical, and strategic planning differ
- Explain how goals at one operational level tie in with the level above
- Prepare a business plan

Level 4 Performance Expectations
- Analyze a business plan
- Explain the role of innovation and change in the planning process
- Critique a strategic plan
- Discuss the value of scenario analysis to strategic planning
B. ORGANIZING

Level 1 Performance Expectation
- Explain the management function of organizing

Level 2 Performance Expectations
- Explain the importance of organizing resources in business
- Discuss the importance of using teams when organizing a business

Level 3 Performance Expectations
- Explain how management identifies and uses various resources in the organizing process to accomplish goals
- Explain the advantages and disadvantages of centralizing and decentralizing responsibility and authority in organizing a business
- Discuss how accountability for decision making is assured in an organization

Level 4 Performance Expectations
- Evaluate how businesses are organized to achieve desired goals
- Analyze emerging trends in organizational structure
- Compare and contrast the organizing function to other management functions

Level 3 Performance Expectations
- Differentiate between leading and managing
- Compare and contrast leadership styles
- Identify the leadership style most appropriate for a given situation

Level 4 Performance Expectations
- Identify motivation theories that impact leading (e.g., Goal-Setting Theory and Expectancy Theory)
- Analyze management skills necessary for leading at various levels of management
- Describe a leader’s role in change management
- Compare and contrast the leading function to other management functions

D. CONTROLLING

Level 1 Performance Expectation
- Explain the management function of controlling

Level 2 Performance Expectation
- Discuss the importance of the controlling function in the business environment

Level 3 Performance Expectations
- Explain the steps in the control process
- Compare and contrast feedforward, concurrent, and feedback control

Level 4 Performance Expectations
- Determine the controlling strategy for a given business situation
- Measure financial and non-financial performance and compare it to established standards
- Describe how the controlling function relates to the other management functions
II MANAGEMENT THEORIES

Achievement Standard: Analyze management theories and their application within the business environment.

Level 3 Performance Expectations
- Discuss why knowledge of the evolution of management theories is valuable
- Identify and discuss the evolution of management theories (e.g., Taylor, Weber, Follett, McGregor)

Level 4 Performance Expectations
- Discuss how Contingency Theory relates to organization structure, systems of control, and approach to leadership and motivation
- Explain how management theories evolve and are interrelated
- Illustrate how past and current management theories are applied in the business environment
- Identify emerging management theories and explain how they expand upon current theories

B. MANAGEMENT LEVELS

Level 3 Performance Expectations
- Identify the appropriate forms of business ownership in the evolution of a business organization

Level 4 Performance Expectations
- Discuss how contingency theory relates to organization structure, systems of control, and approach to leadership and motivation
- Explain how management theories evolve and are interrelated
- Illustrate how past and current management theories are applied in the business environment
- Identify emerging management theories and explain how they expand upon current theories

III BUSINESS ORGANIZATION

Achievement Standard: Analyze the organization of a business.

A. FORMS OF BUSINESS OWNERSHIP

Level 2 Performance Expectation
- Define and provide examples of the basic forms of business ownership (e.g., sole proprietorship, partnership, and corporation)

Level 3 Performance Expectations
- Identify variations of basic forms of business ownership (e.g., franchise, limited partnership, limited liability company, and S corporation)
- Compare and contrast the basic forms of business ownership

B. MANAGEMENT LEVELS

Level 2 Performance Expectation
- Identify levels of management

Level 3 Performance Expectations
- Describe the interaction between and among management levels
- Differentiate between tall and flat organization structures
- Describe the role of self-managed work teams

Level 4 Performance Expectations
- Analyze emerging trends in organization structure.
- Provide examples of skills organizations seek in managers who function in different organization structures
- Explain the relationship between management skills and level of management
- Describe how the goals at each level of an organization work toward accomplishing the overall goals of an organization

C. ORGANIZATIONAL STRUCTURE

Level 2 Performance Expectations
- Describe types of organizational structure
- Identify the advantages and disadvantages of organizing using teams

Level 3 Performance Expectations
- Distinguish between functional and matrix organization structures
Identify the factors that influence an organization’s structure (e.g., size, environment, human resources, technology, and strategy)

- Explain the difference between job enlargement and job enrichment

**Level 4 Performance Expectations**
- Analyze organizational structures of various organizations
- Compare and contrast various organization structures (e.g., functional, divisional, matrix, and team)
- Compare and contrast divisional structures (e.g., customer, geographic, and product)
- Explain how managers group tasks into jobs that are satisfying and motivating for employees (Hackman and Oldham’ Job characteristics Model)
- Describe the evolution of organizational structure as a company changes due to internal and external forces (e.g., size, age, strategies, technology, and environment)

**PERSONAL MANAGEMENT SKILLS**

**Achievement Standard:** Develop personal management skills to function effectively and efficiently in a business environment.

**A. TIME MANAGEMENT**

**Level 1 Performance Expectation**
- Explain the importance of time management

**Level 2 Performance Expectation**
- Analyze a personal time management schedule for a given time period

**Level 3 Performance Expectations**
- Design and implement a time management schedule as a result of a time management analysis

- Evaluate and modify a time management plan as appropriate

**Level 4 Performance Expectations**
- Analyze the use of time for managers at various levels of responsibility within an organization
- Describe how managers can delegate responsibilities to improve manager efficiencies

**B. STRESS MANAGEMENT**

**Level 1–2 Performance Expectations**
- Identify stressors in personal life
- Determine appropriate reactions to stressors

**Level 3 Performance Expectations**
- Identify stressors in the business environment
- Determine appropriate reactions to stressors in the business environment
- Recognize the benefits of motivational stress
- Explain the concept of emotional intelligence

**Level 4 Performance Expectations**
- Explain how to anticipate and minimize stressors in personal and professional life
- Identify components of an effective stress-reduction plan
- Evaluate personal emotional intelligence
- Explain how emotional intelligence is used by some organizations when evaluating managers

**C. PROFESSIONAL GROWTH AND DEVELOPMENT**

**Level 3 Performance Expectation**
- Recognize the need for lifelong learning
Level 4 Performance Expectations
- Identify avenues for professional growth (e.g., workshops, seminars/webinars, conferences, courses, professional associations, and journals)
- Create a professional development plan
- Explain why lifelong learning is important when managing your career

D. COMMUNICATION SKILLS
(Refer to the Communication Standards)

Level 1 Performance Expectation
- Identify effective communication skills

Level 2 Performance Expectations
- Explain the importance of effective communication in business
- Identify various types of communication channels

Level 3 Performance Expectations
- Identify effective communication skills for the business environment
- Identify major problems that prevent effective communication in organizations

Level 4 Performance Expectations
- Analyze types of communication that are appropriate for specific situations
- Evaluate communication for effectiveness
- Express complex issues using appropriate verbal and/or written communication

E. RELATIONSHIP BUILDING
(Refer to the Career Development Standards and Communication Standards)

Level 1 Performance Expectation
- Identify characteristics of healthy relationships

Level 2 Performance Expectation
- Describe the advantages and disadvantages of networking to achieve personal goals

Level 3 Performance Expectations
- Identify available resources inside and outside the school for making professional contacts (e.g., professional organizations, business schools, alumni, and business leaders)
- Explain why different management styles can be equally effective and successful

Level 4 Performance Expectations
- Describe the advantages and disadvantages of networking to achieve professional goals
- Identify a mentor
- Evaluate the impact of community, governmental, and professional organizations on business success

ETHICS AND SOCIAL RESPONSIBILITY

Achievement Standard: Examine the role of ethics and social responsibility in decision making.

A. ETHICS

Level 1 Performance Expectation
- Describe components of a personal code of ethical behavior

Level 2 Performance Expectations
- Explain the importance of ethical standards in conducting business
- Describe ethical dilemmas faced by managers
- Create a personal code of ethics

Level 3 Performance Expectations
- Examine a business code of ethics
- Explain the importance of an ethical work environment
- Identify the impact of unethical behavior on a business
- Explain the relationship between ethics and governmental regulations
Level 4 Performance Expectations
- Identify guidelines for ethical decision making
- Identify ethical considerations resulting from various situations (e.g., technological advances, global competition, employer-employee relationships, and consumer relations)

Level 4 Performance Expectations
- Identify government regulations that have resulted from unethical behavior
- Analyze various ethical philosophies as they relate to business decisions
- Demonstrate awareness of ethical responsibility to business professions and society
- Apply an ethics framework to an ethical issue

B. SOCIAL RESPONSIBILITY

Level 2 Performance Expectations
- Define social responsibility
- Identify ways in which an organization demonstrates social responsibility (e.g., providing jobs, paying taxes, and contributing to community projects)

Level 3 Performance Expectations
- Identify ways in which an organization demonstrates social responsibility toward its internal and external stakeholders
- Discuss the impacts resulting from an organization being socially responsible toward its internal and external stakeholders

Level 4 Performance Expectations
- Recognize the long-term impact of practicing social responsibility
- Evaluate managerial approaches to social responsibility
- Identify government regulations that have resulted from social irresponsibility
- Explain how personal ethics standards of management can affect the degree of social responsibility within an organization

VI. HUMAN RESOURCE MANAGEMENT

Achievement Standard: Describe human resource functions and their importance to an organization’s successful operation.

A. HUMAN RESOURCE PLANNING

Level 3 Performance Expectations
- Define human resource planning
- Identify activities of the human resource unit
- Define outsourcing as it relates to human resource planning

Level 4 Performance Expectations
- Identify how employment law has impacted the workplace
- Examine methods of conducting a needs analysis to determine human resource requirements
- Analyze the role of outsourcing in organizations
- Analyze the impact of offshoring on business
- Analyze how human resource activities and policies relate to operational and strategic planning

B. RECRUITMENT AND SELECTION

Level 3 Performance Expectations
- Identify recruitment sources
- Identify selection tools and explain how they are used (e.g., interviews, tests, and reference checks)
- Identify legislation affecting the recruitment and selection processes (e.g., affirmative action, Americans with Disabilities Act, and Genetic Information Nondiscrimination Act)
Level 4 Performance Expectations
- Describe how social media sites are used by organizations during the recruitment and selection process
- Evaluate selection tools based on existing legislation
- Analyze recruitment and selection procedures used by different organizations

C. EMPLOYEE DEVELOPMENT
Level 3 Performance Expectations
- Explain the purpose of orientation and training in successful employee performance
- Discuss why professional development is a shared responsibility between a business and an employee
- Explain the importance of career planning and management

Level 4 Performance Expectations
- Identify appropriate orientation activities and training programs
- Identify possible cross-training opportunities
- Describe the relationship between lifelong learning and professional development
- Identify the benefits of employee development (e.g., workshops, seminars/webinars, conferences, courses, professional associations, and journals)
- Examine the relationship between goal setting and performance expectations

E. COMPENSATION, PROMOTION, BENEFITS, AND INCENTIVES
Level 3 Performance Expectations
- Identify compensation plans, benefit packages, and incentive programs available to employees
- Identify advancement opportunities within an organization
- Identify issues encountered when determining levels of compensation

Level 4 Performance Expectations
- Describe policies and procedures used to determine compensation (e.g., company performance, benchmarking, profit sharing, and gain sharing)
- Establish criteria for promotion decisions
- Describe the merits of reassignment and promotion versus hiring from outside
- Assess an employee compensation package (e.g., wages/salaries and benefits)
- Discuss the role yearly incentives play when recruiting and retaining managers

F. SEPARATION, TERMINATION, AND TRANSITION
Level 3 Performance Expectations
- Define and discuss the concept of rightsizing
- Describe legal reasons for terminating employees

Level 4 Performance Expectations
- Discuss how internal and external factors affect rightsizing (e.g., employee productivity, economic factors, competition, and government regulations)
Critique an organization’s responsibility to provide retraining programs and severance packages for displaced or transitioning employees.

Describe criteria used to make termination and transition decisions.

Describe programs and services available to assist employees in transition.

Describe the legal implications and processes relating to termination and transition decisions.

G. LABOR RELATIONS

Level 3 Performance Expectations

- Explain the role of management in labor relations.
- Describe an employment contract.
- Define “right to work state”.

Level 4 Performance Expectations

- Define “employment at will”.
- Identify common elements of a labor contract.
- Outline the procedures involved in the grievance process.
- Discuss the role of human resource personnel in the collective bargaining process.

Level 4 Performance Expectations

- Identify the reasons for forming, operating, and disbanding labor unions.
- Describe the process involved in forming, operating, and disbanding labor unions.
- Explain the changing roles of labor unions.
- Describe legal strategies used by labor and management (e.g., strikes, boycotts, layoffs, and lockouts).
- Describe illegal strategies used by labor and management (e.g., wildcat strikes, secondary boycotts, and preventing workers from forming unions).
- Describe the role of employer associations in labor-management relations.
- Identify specific state legislation affecting organized labor and management.
- Identify federal legislation affecting organized labor and management.
- Discuss the effectiveness of current legislation in protecting workers’ rights.

VIII TECHNOLOGY AND INFORMATION MANAGEMENT

Achievement Standard: Utilize information and technology tools to conduct business effectively and efficiently.

A. TECHNOLOGY TOOLS

(Refer to the Information Technology Standards)

Level 1 Performance Expectations

- Identify technology tools.
- Explain how technology is used to accomplish goals.

Level 2 Performance Expectations

- Identify information used in decision making in the business environment.
- Use electronic resources to access and transmit information.

Level 4 Performance Expectations

- Identify the reasons for forming, operating, and disbanding labor unions.
- Describe the process involved in forming, operating, and disbanding labor unions.
- Explain the changing roles of labor unions.
- Describe legal strategies used by labor and management (e.g., strikes, boycotts, layoffs, and lockouts).
- Describe illegal strategies used by labor and management (e.g., wildcat strikes, secondary boycotts, and preventing workers from forming unions).
- Describe the role of employer associations in labor-management relations.
- Identify specific state legislation affecting organized labor and management.
- Identify federal legislation affecting organized labor and management.
- Discuss the effectiveness of current legislation in protecting workers’ rights.

OrganiZeD LABOR

Achievement Standard: Describe the role of organized labor and its influence on government and business.

Level 3 Performance Expectations

- Describe the history of the labor movement and why unions were organized.
- Describe the collective bargaining process.
- Explain the role of labor unions in the collective bargaining process.

Level 4 Performance Expectations

- Identify the reasons for forming, operating, and disbanding labor unions.
- Describe the process involved in forming, operating, and disbanding labor unions.
- Explain the changing roles of labor unions.
- Describe legal strategies used by labor and management (e.g., strikes, boycotts, layoffs, and lockouts).
- Describe illegal strategies used by labor and management (e.g., wildcat strikes, secondary boycotts, and preventing workers from forming unions).
- Describe the role of employer associations in labor-management relations.
- Identify specific state legislation affecting organized labor and management.
- Identify federal legislation affecting organized labor and management.
- Discuss the effectiveness of current legislation in protecting workers’ rights.
Level 3 Performance Expectations
- Describe how organizations access, share, and protect information
- Use appropriate technology tools for business applications
- Evaluate methods for protecting information

Level 4 Performance Expectations
- Select the appropriate technology tools for conveying information, solving problems, and expediting business processes

B. INFORMATION MANAGEMENT
Level 3 Performance Expectations
- Define knowledge management
- Interpret, analyze, and synthesize information for decision making

Level 4 Performance Expectation
- Recognize and demonstrate the knowledge management skills needed to make decisions
- Identify methods organizations use to collect and manage information

Level 3 Performance Expectations
- Differentiate between e-commerce and e-business
- Explain how successful e-business systems depend upon much more expertise than just technical skill in website design
- Evaluate an e-business website

Level 4 Performance Expectations
- Describe how e-business relates to organizational strategy
- Identify various organizational processes and systems that impact and/or interface with e-business
- Analyze the impact of e-business on the American economy

IX INDUSTRY ANALYSIS
Achievement Standard: Analyze a business organization’s competitive position within the industry.

A. COMPETITION
Level 2 Performance Expectations
- Identify ways organizations compete (e.g., quality, service, status, and price)
- Define market share

Level 3 Performance Expectations
- Describe strategies to increase market share
- Compare and contrast various forms of competition (pure competition, monopolistic competition, oligopoly, and monopoly)
- Describe how various laws impact competition (e.g., Sherman Antitrust Act and Robinson-Patman Act)

Level 4 Performance Expectations
- Describe the process of conducting an industry analysis
- Discuss the importance of benchmarking
- Describe how to identify and develop core and distinctive competency

B. COMPETITIVE ADVANTAGE
Level 3 Performance Expectations
- Define competitive advantage
- Analyze various organizations to determine their competitive advantages
- Discuss how financial ratios are used in business decision making
Level 4 Performance Expectations
- Compare the financial ratios of a firm (e.g., current, return on investment, and acid) with those of a competitor and industry averages
- Analyze relative competitive strengths and weaknesses using appropriate tools (e.g., SWOT analysis)

C. INTERNAL AND EXTERNAL SOURCES OF DATA
Level 4 Performance Expectations
- Identify sources of financial information for industries and for publicly held firms
- Benchmark a firm’s position against industry standards
- Analyze statistical tools useful in making financial decisions

B. SHORT-TERM AND LONG-TERM FINANCING
Level 3 Performance Expectation
- Identify sources of short- and long-term financing

Level 4 Performance Expectations
- Assess the short-term and long-term financial needs of an organization
- Compare debt and equity financing
- Explain the concept of leverage

C. RISK MANAGEMENT
Level 3 Performance Expectation
- Identify risks to business

Level 4 Performance Expectations
- Identify ways to minimize and manage risk
- Explain the process of developing a risk management plan

A. FINANCIAL STATEMENTS
Level 3 Performance Expectations
- Describe the purpose of financial statements
- Distinguish between internal and external financial statements
- Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth)

Level 4 Performance Expectations
- Identify sources of financial information for industries and for publicly held firms
- Benchmark a firm’s position against industry standards
- Analyze statistical tools useful in making financial decisions

A. PRODUCT DESIGN (Goods/Services)
Level 3 Performance Expectation
- Identify methods and tools to design or redesign products

Level 4 Performance Expectations
- Evaluate a product design process

Achievement Standard: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

Achievement Standard: Apply operations management principles and procedures to the design of an operations plan.
B. SCHEDULING

Level 3 Performance Expectations
- Identify factors considered in scheduling
- Describe the tools that assist in the scheduling process

Level 4 Performance Expectations
- Evaluate the effectiveness and efficiency of a production schedule
- Describe the benefits of just-in-time inventory systems

C. MATERIALS PROCUREMENT

Level 3 Performance Expectations
- Explain the benefits of establishing and maintaining close working relationships with suppliers
- Identify factors considered when selecting suppliers (e.g., quality, price, and reliable delivery)

Level 4 Performance Expectations
- Identify domestic and global supply sources for an organization in a specific industry
- Evaluate the role of International Standards Organizations (ISO)
- Explain the impact of ISO on the quality of products

D. INVENTORY MANAGEMENT

Level 3 Performance Expectations
- Define inventory control
- Identify methods of inventory control
- Identify inventory control concerns

Level 4 Performance Expectations
- Evaluate a system for maintaining inventory control
- Explain the need for different inventory control systems in various industries

E. QUALITY STANDARDS

Level 4 Performance Expectations
- Explain the concept of quality management and its evolution
- Explain why quality and efficiency standards are necessary to compete in the global marketplace
- Identify problems involved in pricing high quality products and services

GLOBAL PERSPECTIVE

Achievement Standard: Examine the issues of corporate culture and managing in the global environment.

A. LEGAL ISSUES

Level 3 Performance Expectation
- Identify the legal issues related to managing an organization in the global environment

Level 4 Performance Expectation
- Examine the impact of laws and regulations governing global business within various countries and regions of the world

B. ECONOMIC CONSIDERATIONS

Level 3 Performance Expectations
- Identify examples of the economic impact of globalization in business
- Identify global economic factors that impact business

Level 4 Performance Expectation
- Analyze the impact of the global economy on business profitability

C. WORKPLACE DIVERSITY

Level 1 Performance Expectation
- Define and discuss the value and challenges of diversity in global organizations
Level 2 Performance Expectation
- Identify similarities and differences between and among cultures

Level 3 Performance Expectations
- Discuss the impact of diversity within the global business environment
- Identify the advantages of a diverse workforce

Level 4 Performance Expectations
- Describe benefits and challenges of managing a diverse workforce
- Explain strategies for effectively managing a diverse workforce
- Identify strategies for achieving common objectives in a diverse work environment

D. GLOBAL PARTNERING
Level 3 Performance Expectations
- Define forms of global market entry strategies (e.g., licensing, joint ventures, exporting, importing, and franchising)
- Identify businesses that have global partners
- Explain the value and pitfalls of having a global partner

Level 4 Performance Expectations
- Analyze the benefits of global partnering in various countries and industries
- Explain the impact of global partnerships on the various functional areas of business
- Analyze business situations to determine opportunities for global partnering

E. GLOBAL CORPORATE SOCIAL RESPONSIBILITY (CSR)
Level 2 Performance Expectation
- Define and provide an example of global corporate social responsibility

Level 3 Performance Expectations
- Explain how global organizations can meet CSR in domestic and foreign countries.
- Identify CSR partnership opportunities in various countries.

Level 4 Performance Expectations
- Identify how international organizations in various parts of the world can make contributions in meeting differing needs of countries.
- Identify the strategic advantages of CSR for foreign organizations
- Analyze CSR activities of a global business by identifying type of CSR activities, needs met, and benefits derived
The Role of Marketing in Business Education

The role of Marketing in business education has greater importance as students become more intuitive about marketing influences at younger ages. Marketing education introduces students to the processes involved in providing products and services that meet consumer needs, wants, and desires. As a major business discipline, marketing impacts local, domestic, and international economies.

Marketing is implemented in a dynamic environment characterized by rapid technological change, challenges created by emerging economies, and growing insistence on sustainability in all areas of business. These themes are reflected in the marketing standards.

The development of new marketing technologies (for example, social media, dashboards, and web tools) is rapidly changing how marketing is conducted and how marketing communication proceeds. Digital media and mobile devices allow companies to use one-on-one advertising and promotion in innovative ways. The changing sociocultural landscape is providing new opportunities for marketers to develop products and services for the global marketplace. Despite these changes, there are at least two major principles related to marketing that all students should understand.

- Ethical marketing practices are important to everyone, because they impact individuals, business, and society.
- Even though marketing practices continue to evolve, the focus on consumer needs, wants, and desires must remain constant.

Marketing students will have a profound effect in shaping the business environment of the future. Through critical thinking and creativity, they will contribute to the success of strategic business initiatives. The curriculum they study must support them in the development of these abilities. The purpose of these standards is to shape this curriculum.

Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Level 1 Performance Expectations
- Identify customer needs and reasons why customers return to the same business
- Explain ways companies show concern for customers

Level 2 Performance Expectations
- Describe the factors that influence customer-business relationships (e.g., return policies, pricing, distribution, and advertising)
- Describe the role of marketing in building customer demand for goods and services
- Identify the laws that protect customers and/or constrain marketing activities

Level 3 Performance Expectations
- Recognize that a successful marketing strategy is built on positive customer relationships
- Recognize how the elements of the marketing mix (e.g., product, price, place, and promotion) create an image or personality (position) for a product or company
- Describe the wide scope of marketing—business-to-consumer, business-to-business, consumer-to-consumer, group buying, industrial, non-profit, personal, government, and electronic
- Analyze the differences between a production-oriented company, a sales-oriented company, and a marketing-oriented company
- Describe the importance of marketing in a global economy
- Discuss marketing practices that violate customer rights and consumer advocacy

**Level 4 Performance Expectations**
- Describe the impact of marketing on national and/or global economies
- Describe the role of the marketing system in a developing nation’s economy
- Analyze the differences between transactional marketing and relationship marketing
- Describe the marketing opportunities and threats created by changing technology
- Compare and contrast current issues related to customer rights and consumer advocacy

**CONSUMERS AND THEIR BEHAVIOR**

*Achievement Standard:* Analyze the characteristics, motivations, and behaviors of consumers.

**A. CHARACTERISTICS OF CONSUMER BEHAVIOR**

**Level 2 Performance Expectations**
- Describe how consumer differences shape wants and needs
- Distinguish between high involvement and low involvement products

**Level 3 Performance Expectations**
- Describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geographics)
- Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socio-economic characteristics) on buying decisions
- Differentiate between intermediary customers and end users (e.g., business, government, households, industry, non-profit, retailers, wholesalers)
- Differentiate between rational (cognitive) and emotional (affective) buying motives
- Describe the steps in the consumer buyer decision process
- Analyze how customer perceptions and impressions of a physical or virtual business impact purchase behavior

**Level 4 Performance Expectations**
- Assess how level of involvement affects the consumer buying decision process for different types of goods and services
- Compare and contrast consumer problem-solving processes (e.g., extended, limited, and routinized response behavior)

**B. SEGMENTATION AND TARGET MARKETS**

**Level 2 Performance Expectations**
- Define market segmentation and describe how it is used
- Describe market segments targeted by companies

**Level 3 Performance Expectations**
- Identify the tools of market segmentation (e.g., demographics, psychographics, and geographics)
- Explain ways that segmentation can be used to identify target markets
Level 4 Performance Expectations
- Analyze variables used to identify target markets (e.g., usage level, brand loyalty, and benefits sought)
- Estimate sales volume for a new product or service using market segmentation variables

EXTERNA L
FACTORS

Achievement Standard: Analyze the influence of external factors on marketing.

A. GOVERNMENT AND LEGAL REGULATIONS
Level 2 Performance Expectations
- Identify specific regulations/laws that impact domestic and international marketing
- Identify the marketing regulations/laws that govern the World Wide Web (e.g., protection of trademarks, patents, and copyrights)

Level 3 Performance Expectation
- Describe the impact of specific marketing regulations/laws on both domestic and international business

Level 4 Performance Expectation
- Analyze the effects of marketing regulations/laws on specific companies and industries

B. ETHICAL ISSUES
Level 2 Performance Expectations
- Identify ethical issues and their impact on marketing
- Differentiate between ethical and unethical marketing practices
- Identify examples of where and how personal information can be accessed on the World Wide Web

Level 3 Performance Expectations
- Describe a code of ethical behavior for marketing
- Explain how unethical behavior can lead to government regulations
- Compare and contrast ethical standards in domestic and international markets
- Describe how consumer expectations regarding the privacy of personal information on the World Wide Web (e.g., social media, websites, e-mail, blogs) influence marketing

Level 4 Performance Expectations
- Compare and contrast legal versus ethical marketing practices (e.g., utilitarianism vs. moral idealism)
- Analyze methods used by marketers to obtain and use personal information

C. ECONOMIC ISSUES
Level 3 Performance Expectations
- Determine the ways in which local, domestic, and international economic conditions affect marketing
- Discuss how marketing and de-marketing affect the local, domestic, and international economies

Level 4 Performance Expectations
- Analyze the impact of changing economic conditions on marketing strategies

D. COMPETITIVE ENVIRONMENT
Level 1 Performance Expectation
- Describe an example of competition

Level 2 Performance Expectations
- Compare and contrast marketing strategies of competitors in a single industry
- Identify the role of the market leader, challenger, follower, and nicher in an industry
■ Explain competitive market structures (e.g., monopoly, monopolistic, oligopolistic, and pure competition) and the impact they have on marketing decisions

Level 3 Performance Expectations
■ Describe ways competition affects marketing decisions
■ Assess how a company’s competitive role in an industry impacts its marketing strategies
■ Identify how technology affects competition and marketing decisions
■ Analyze how companies develop strategic competitive advantage through corporate strengths
■ Evaluate the impact of entrepreneurs on global marketplace competition

Level 4 Performance Expectations
■ Describe the ways in which special interest groups influence marketing (e.g., pressure from government and labor groups)
■ Analyze the ways in which marketers may respond to the concerns of special groups

Level 4 Performance Expectations
■ Analyze the implications (e.g., market share, ethical, economic, legal) of favoring one group of stakeholders at the expense of another (e.g., customers vs. employees, shareholders vs. employees)
■ Assess how stakeholders influence legislation that affects marketing

F. SOCIOCULTURAL ISSUES
Level 1 Performance Expectation
■ Identify how cultural differences shape needs and wants

Level 2 Performance Expectations
■ Identify specific differences in cultural norms and values that may influence marketing
■ Discuss how socio-cultural groups impact marketing strategies

Level 3 Performance Expectations
■ Describe ways cultural differences, both domestic and international, affect marketing activities
■ Analyze ways in which marketers may respond to the concerns of socio-cultural groups

Level 4 Performance Expectations
■ Analyze the ways in which changing sociocultural characteristics (e.g., aging population, single-person households, and global mobility) impact marketing
■ Evaluate market potential of domestic and international sociocultural groups
■ Assess how targeting specific sociocultural groups can lead to competitive advantage

G. TECHNOLOGY

Level 1 Performance Expectation
■ Identify technologies used to market products and services

Level 2 Performance Expectation
■ Identify ways that evolving technologies (e.g., s-commerce, f-commerce, e-commerce and mobile technologies) affect marketing strategy

Level 3 Performance Expectations
■ Explain the benefits of having a technological advantage over competition
■ Evaluate how companies are marketing products using emerging technologies

Level 4 Performance Expectations
■ Analyze the cost/benefit of different technological approaches to marketing (e.g., digital vs. print media)
■ Evaluate the key benefits of technology as it relates to return on investment (ROI) (e.g., time, cost, number of employees, production, marketing research, promotion)
■ Compare the advantages and disadvantages of using technology for marketing

A. PRODUCTS AND SERVICES

1. CLASSIFICATION

Level 2 Performance Expectations
■ Classify products into consumer categories (e.g., convenience, shopping, specialty, and unsought goods) or industrial categories (e.g., raw materials, component parts, and installations)
■ Describe levels of product (e.g., core, actual, and augmented)

Level 3 Performance Expectation
■ Analyze marketing mix strategies for each product classification

Level 4 Performance Expectation
■ Develop marketing mix strategies for each product classification

2. NEW PRODUCT DEVELOPMENT AND IDEAS

Level 1 Performance Expectation
■ Identify new products for consumers focusing on needs, wants, and desires

Level 2 Performance Expectations
■ Describe ways in which companies modify existing products and services
■ Develop ideas for improving existing products and services

Level 3 Performance Expectations
■ Describe the process of new product and/or service development (e.g., idea generation, development, and test marketing)
■ Identify ethical issues associated with product development
■ Analyze the differences in consumer wants and needs in the global environment and how this drives product development and positioning

Level 4 Performance Expectations
■ Describe the management process of new-product development
- Analyze the legal aspects of product development (e.g., patents, copyrights, and trademarks)
- Examine global demand for new products
- Identify laws and procedures governing packaging guidelines for shipping both domestically and internationally.

3. Packaging

- **Level 2 Performance Expectations**
  - Explain the functions of packaging and why each is important
  - Identify the common elements of packaging

- **Level 3 Performance Expectations**
  - Explain issues of ethics and social responsibility in packaging (e.g., sustainability, false and misleading claims, durability)
  - Identify packaging options for different market segments (e.g., size, language, weight)

- **Level 4 Performance Expectations**
  - Analyze functionality of packaging options
  - Illustrate package design as a product feature
  - Examine how packaging is used as an advertising tool
  - Assess cultural issues that may affect domestic and international product packaging

4. Branding

- **Level 1 Performance Expectations**
  - Identify brand names
  - Discuss differences among brands

- **Level 2 Performance Expectations**
  - Describe the relationship between brand and price
  - Describe brand positioning and loyalty

- **Level 3 Performance Expectations**
  - Identify qualities of an effective brand
  - Explain the impact of brands on consumer behavior
  - Examine reasons for brand loyalty
  - Compare and contrast brand strengths and weaknesses

- **Level 4 Performance Expectations**
  - Explain how brands establish long-term business success
  - Analyze brand longevity
  - Explain the strategic value of brand equity
  - Examine methods to protect brands
  - Analyze legal/regulatory issues in international branding
  - Assess the impact of brands on global marketing strategies
  - Evaluate the rationale behind various brand strategies (e.g., individual branding, family branding, mixed branding, co-branding)

5. Product Mix

- **Level 2 Performance Expectations**
  - Define product mix
  - Recognize consumer demand

- **Level 3 Performance Expectations**
  - Describe the parameters of the product mix (e.g., length, width, depth)
  - Explain consumer demand
  - Examine the role consumer demand plays in line extension, brand extension, and new product lines
  - Explain product portfolio analysis (e.g., the BCG growth-share matrix, market-product expansion grid)

- **Level 4 Performance Expectations**
  - Apply the tools of product portfolio analysis
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- Analyze the advantages and disadvantages of extending product lines, introducing new product lines, and diversifying product lines/mix
- Evaluate how consumer demand impacts product mix

6. PRODUCT AUGMENTATION

Level 2 Performance Expectations
- Identify examples of product augmentation (e.g., product warranty, technical support, installation, or service contract)
- Create product augmentation strategies

Level 3 Performance Expectations
- Explain the role of product augmentation in adding value and creating competitive advantage
- Compare and contrast augmentation strategies for similar products

Level 4 Performance Expectation
- Assess the role of product augmentation in differentiating a firm's offerings

7. PRODUCT LIFE CYCLE

Level 2 Performance Expectation
- Define product life cycle

Level 3 Performance Expectations
- Describe the stages of a product life cycle
- Examine the product life cycle stage of products
- Apply marketing strategies to extend the product life cycle

Level 4 Performance Expectations
- Assess strategies for managing a product through its life cycle
- Evaluate how companies have extended the life cycles of their products
- Develop methods of extending the life cycle of products

B. PLACE

Level 1 Performance Expectations
- Discuss different places where products can be purchased (e.g., on the Internet, in a mall, and through catalogs)
- Discuss the reasons for purchasing a product at a particular place

Level 2 Performance Expectations
- Identify the marketing functions (e.g., buying, selling, storing, transporting, standardization and grading, financing, risk-taking, gathering marketing information)
- Describe the marketing (distribution) channel
- Explain the roles of the different members of a marketing (distribution) channel (e.g., manufacturer, wholesaler, and retailer)

Level 3 Performance Expectations
- Compare and contrast direct and indirect marketing channels for various industries
- Describe how technology has transformed marketing channels
- Explain how buyer preferences shape marketing channels
- Define and describe different types of supply chains

Level 4 Performance Expectations
- Evaluate the decision-making process for selecting a distribution channel
- Explain the factors that drive distribution channel design (e.g., the Internet, historical precedence, efficiency, competitive advantage)
- Describe how supply chain management promotes cooperation among channel members
- Examine horizontal and vertical marketing systems and their impact on business
C. PRICE

Level 1 Performance Expectation
■ Explain how price influences consumer purchase decisions

Level 2 Performance Expectations
■ Identify the factors that contribute to a product’s price (e.g., cost, quality, competition, and brand loyalty)
■ Explain the relationship between price and perceived quality (the price – value relationship)
■ Calculate a product’s price using different pricing methods

Level 3 Performance Expectations
■ Derive pricing strategies based on corporate objectives (e.g., product line, loss leader, psychological, penetration, and skimming) and positioning
■ Analyze the impact of global influences on price (e.g., currency exchange rates, tariffs, and distribution costs)
■ Explain how local, state, and federal government regulations/laws constrain pricing practices
■ Discuss how evolving technologies provide greater options for buyers and increase price competition
■ Explain the concept of price elasticity
■ Describe the influences of supply and demand on pricing

Level 4 Performance Expectations
■ Analyze the impact of strategic alliances on pricing
■ Calculate price elasticity
■ Assess the effects of elasticity of demand on pricing strategy

D. PROMOTION

1. Advertising

Level 1 Performance Expectations
■ Explain why organizations advertise
■ Discuss ways advertising affects consumer purchases
■ Identify various media available for advertising

Level 2 Performance Expectations
■ Compare and contrast different advertising appeals
■ Discuss the effectiveness of advertising messages

Level 3 Performance Expectations
■ Evaluate factors used to determine media selection
■ Identify methods for evaluating the effectiveness of various advertising media
■ Evaluate media pricing decisions
■ Discuss ethical issues in advertising
■ Examine how culture influences global advertising
■ Create advertising for new and emerging technologies
■ Evaluate the role of media planning and selection in delivering messages to consumers

Level 4 Performance Expectations
■ Develop an advertising plan
■ Create a media plan
■ Develop a campaign strategy (e.g., commercial, Internet ads, print, radio, outdoor)
■ Evaluate the advantages and disadvantages of outsourcing advertising

2. Sales Promotion

Level 2 Performance Expectation
■ Identify various forms of sales promotion (e.g., sweepstakes, coupons, contests, and specialty products)
Level 3 Performance Expectations
- Describe the purposes of various types of sales promotion (e.g., encouraging repeat purchases and building traffic)
- Identify legal issues related to sales promotion (e.g., sweepstakes, contests, and giveaways)
- Discuss how evolving technologies are used to deliver sales promotion

Level 4 Performance Expectations
- Plan a comprehensive sales promotion campaign for a business
- Evaluate a current sales promotion campaign for a business
- Differentiate between consumer and intermediary sales promotion activities.

3. PUBLIC RELATIONS

Level 2 Performance Expectation
- Identify various forms of public relations activities

Level 3 Performance Expectations
- Distinguish between advertising and public relations
- Differentiate between public relations activities that are controllable and those that are not (publicity)
- Discuss the role of public relations in a promotion campaign
- Create a press release

Level 4 Performance Expectations
- Distinguish between corporate and agency public relations efforts
- Create a public relations campaign
- Assess the role of crisis management in responding to negative publicity

4. PERSONAL SELLING

Level 1 Performance Expectations
- Define personal selling
- Provide examples of personal selling

Level 2 Performance Expectations
- Examine the role of personal selling in the promotion mix
- Identify different ways companies use personal selling

Level 3 Performance Expectations
- Explain the steps involved in the personal selling process
- Identify common objections and develop responses (e.g., objection analysis)
- Explore ethical issues involved in personal selling (e.g., high pressure sales and misrepresenting product information)
- Examine the role of salespeople in building customer relationships
- Compare and contrast sales incentives used to motivate salespeople
- Plan and organize a sales presentation (e.g., approaching prospects, asking appropriate questions, relating features and benefits to customer needs)
- Role-play the position of a sales representative for a day, focusing on customer time, location, and organizational aspects of the selling process (i.e., time and duty analysis)

Level 4 Performance Expectations
- Compare and contrast evolving technologies used for personal selling
- Evaluate the impact of evolving technologies on personal selling
- Analyze the impact of cultural differences on the personal selling process
- Calculate sales force size using appropriate methods (e.g., workload, sales potential, and/or incremental)
- Assess how companies use data mining to identify new customers
THE MARKETING PLAN

Achievement Standard: Describe the elements, design, and purposes of a marketing plan.

Level 3 Performance Expectations
- Explain why a marketing plan is essential
- Identify the goals of a marketing plan
- Identify the components of a marketing plan
- Differentiate between short-term and long-term planning
- Discuss how the marketing plan aligns with the corporate strategic plan
- Analyze a company’s marketing plan

Level 4 Performance Expectations
- Analyze the impact of short-term versus long-term planning
- Plan strategies to position or reposition a product or service
- Create a marketing plan
- Evaluate marketing plans peer-to-peer

MARKETING RESEARCH

Achievement Standard: Analyze the role of marketing research in decision-making.

Level 2 Performance Expectations
- Discuss the reasons for conducting market research
- Describe primary and secondary data
- Identify sources of secondary data (e.g., digital and library) for research purposes

Level 3 Performance Expectations
- Compare and contrast marketing research and environmental scanning
- Differentiate between primary and secondary sources of data
- Identify the methods for collecting primary data (e.g., surveys, experiments, focus groups, and observations)
- Discuss the steps in the market research process
- Describe types of research instrument questions (e.g., dichotomous, semantic differential, Likert scale)

Level 4 Performance Expectations
- Differentiate among sampling methods
- Evaluate the advantages and disadvantages of different sampling methods
- Employ marketing information to plan marketing and sales activities
- Create a research instrument
- Evaluate the steps involved in interpreting survey data, including collecting, analyzing, and reporting key findings
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