

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.132. Principles of Business, Marketing, and Finance (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-11. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and writing skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and writing skills	(ii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules, laws, and regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student describes the characteristics of business. The student is expected to:	(A) explain the principles of supply and demand	(i) explain the principle of supply and demand
(2) The student describes the characteristics of business. The student is expected to:	(B) differentiate between goods and services	(i) differentiate between goods and services
(2) The student describes the characteristics of business. The student is expected to:	(C) identify the types of business	(i) identify the types of business
(2) The student describes the characteristics of business. The student is expected to:	(D) compare the different forms of ownership	(i) compare the different types of ownership
(2) The student describes the characteristics of business. The student is expected to:	(E) examine the organizational structure and functions of business	(i) examine the organizational structure of business
(2) The student describes the characteristics of business. The student is expected to:	(E) examine the organizational structure and functions of business	(ii) examine the organizational functions of business
(2) The student describes the characteristics of business. The student is expected to:	(F) interpret the nature of balance sheets and income statements	(i) interpret the nature of balance sheets
(2) The student describes the characteristics of business. The student is expected to:	(F) interpret the nature of balance sheets and income statements	(ii) interpret the nature of income statements
(2) The student describes the characteristics of business. The student is expected to:	(G) identify business cycles	(i) identify business cycles

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student defines ethics in business. The student is expected to:	(A) distinguish between ethical and unethical business practices	(i) distinguish between ethical and unethical business practices
(3) The student defines ethics in business. The student is expected to:	(B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations	(i) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies	(i) compare and contrast the types of economic systems, including traditional economies
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies	(ii) compare and contrast the types of economic systems, including centrally planned economies
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies	(iii) compare and contrast the types of economic systems, including market economies
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies	(iv) compare and contrast the types of economic systems, including mixed economies

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(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(B) summarize the characteristics of the private enterprise system	(i) summarize the characteristics of the private enterprise system
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(C) identify factors affecting a business'[s] profits, revenues, and expenses	(i) identify factors affecting a business'[s] profits
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(C) identify factors affecting a business'[s] profits, revenues, and expenses	(ii) identify factors affecting a business'[s] revenues
(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:	(C) identify factors affecting a business'[s] profits, revenues, and expenses	(iii) identify factors affecting a business'[s] expenses
(5) The student relates to the impact of international business on the U.S. economy. The student is expected to:	(A) explain the role of business in a global society	(i) explain the role of business in a global society
(5) The student relates to the impact of international business on the U.S. economy. The student is expected to:	(B) compare domestic and world trade	(i) compare domestic and world trade

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(5) The student relates to the impact of international business on the U.S. economy. The student is expected to:	(C) explain the impact of imports and exports on the U.S. economy	(i) explain the impact of imports on the U.S. economy
(5) The student relates to the impact of international business on the U.S. economy. The student is expected to:	(C) explain the impact of imports and exports on the U.S. economy	(ii) explain the impact of exports on the U.S. economy
(6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:	(A) differentiate among the the roles of government in business	(i) differentiate among the the roles of government in business
(6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:	(B) describe types of activities performed by governments in business	(i) describe types of activities performed by governments in business
(6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:	(C) ascertain the role of the legal system in business	(i) ascertain the role of the legal system in business
(6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:	(D) explain the role of organized labor in society	(i) explain the role of organized labor in society
(7) The student classifies types of businesses that market goods and services. The student is expected to:	(A) explain the importance of different marketing strategies for goods versus services	(i) explain the importance of different marketing strategies for goods versus services

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(7) The student classifies types of businesses that market goods and services. The student is expected to:	(B) define business and industry terms such as producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses	(i) define business and industry terms
(7) The student classifies types of businesses that market goods and services. The student is expected to:	(C) identify types of retailers	(i) identify types of retailers
(7) The student classifies types of businesses that market goods and services. The student is expected to:	(D) explain the role of retailers in a private enterprise system	(i) explain the role of retailers in a private enterprise system
(7) The student classifies types of businesses that market goods and services. The student is expected to:	(E) identify examples of wholesalers	(i) identify examples of wholesalers
(7) The student classifies types of businesses that market goods and services. The student is expected to:	(F) describe the role of wholesalers in a private enterprise system	(i) describe the role of wholesalers in a private enterprise system
(8) The student analyzes cost and profit relationships in finance. The student is expected to:	(A) explain the concept of productivity	(i) explain the concept of productivity
(8) The student analyzes cost and profit relationships in finance. The student is expected to:	(B) analyze the impact of specialization and division of labor on productivity	(i) analyze the impact of specialization on productivity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes cost and profit relationships in finance. The student is expected to:	(B) analyze the impact of specialization and division of labor on productivity	(ii) analyze the impact of division of labor on productivity
(8) The student analyzes cost and profit relationships in finance. The student is expected to:	(C) explain the concept of organized labor and business	(i) explain the concept of organized labor
(8) The student analyzes cost and profit relationships in finance. The student is expected to:	(C) explain the concept of organized labor and business	(ii) explain the concept of business
(9) The student understands the fundamental principles of money. The student is expected to:	(A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer	(i) evaluate forms of financial exchange, including cash
(9) The student understands the fundamental principles of money. The student is expected to:	(A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer	(ii) evaluate forms of financial exchange, including credit
(9) The student understands the fundamental principles of money. The student is expected to:	(A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer	(iii) evaluate forms of financial exchange, including debit
(9) The student understands the fundamental principles of money. The student is expected to:	(A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer	(iv) evaluate forms of financial exchange, including electronic funds transfer
(9) The student understands the fundamental principles of money. The student is expected to:	(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes	(i) identify types of currency, including paper money
(9) The student understands the fundamental principles of money. The student is expected to:	(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes	(ii) identify types of currency, including coins

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(9) The student understands the fundamental principles of money. The student is expected to:	(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes	(iii) identify types of currency, including banknotes
(9) The student understands the fundamental principles of money. The student is expected to:	(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes	(iv) identify types of currency, including government bonds
(9) The student understands the fundamental principles of money. The student is expected to:	(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes	(v) identify types of currency, including treasury notes
(9) The student understands the fundamental principles of money. The student is expected to:	(C) list functions of money such as medium of exchange, unit of measure, and store of value	(i) list functions of money
(9) The student understands the fundamental principles of money. The student is expected to:	(D) summarize the purpose and importance of credit	(i) summarize the purpose of credit
(9) The student understands the fundamental principles of money. The student is expected to:	(D) summarize the purpose and importance of credit	(ii) summarize the importance of credit
(9) The student understands the fundamental principles of money. The student is expected to:	(E) explain legal responsibilities associated with financial exchanges	(i) explain legal responsibilities associated with financial exchanges
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(A) explain the importance of providing accurate information	(i) explain the importance of providing accurate information

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(B) calculate gross and net pay	(i) calculate gross pay
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(B) calculate gross and net pay	(ii) calculate net pay
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(C) simulate opening and maintaining various types of bank accounts	(i) simulate opening various types of bank accounts
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(C) simulate opening and maintaining various types of bank accounts	(ii) simulate maintaining various types of bank accounts
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(D) reconcile bank statements	(i) reconcile bank statements
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(E) compare the advantages and disadvantages of different types of banking services	(i) compare the advantages and disadvantages of different types of banking services
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(F) examine investment growth by developing a personal investment plan	(i) examine investment growth by developing a personal investment plan

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student demonstrates an understanding of personal financial management. The student is expected to:	(G) prepare an individual income tax return	(i) prepare an individual income tax return
(11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:	(A) define marketing	(i) define marketing
(11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:	(B) understand how marketing is related to other functions of business	(i) understand how marketing is related to other functions of business
(11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:	(C) explain the marketing concept	(i) explain the marketing concept
(11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:	(D) describe marketing functions and its related activities	(i) describe marketing functions
(11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:	(D) describe marketing functions and its related activities	(ii) describe [marketing's] related activities
(12) The student understands the scope of market identification. The student is expected to:	(A) explain the concept of market and market identification	(i) explain the concept of market

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands the scope of market identification. The student is expected to:	(A) explain the concept of market and market identification	(ii) explain the concept of market identification
(12) The student understands the scope of market identification. The student is expected to:	(B) identify market segments	(i) identify market segments
(12) The student understands the scope of market identification. The student is expected to:	(C) explain the difference in market segmentation and mass marketing	(i) explain the difference in market segmentation and mass marketing
(12) The student understands the scope of market identification. The student is expected to:	(D) define and explain the importance of target markets	(i) define target markets
(12) The student understands the scope of market identification. The student is expected to:	(D) define and explain the importance of target markets	(ii) explain the importance of target markets
(12) The student understands the scope of market identification. The student is expected to:	(E) identify a target market for a product or service using market segmentation	(i) identify a target market for a product or service using market segmentation
(13) The student understands the importance of an effective marketing mix. The student is expected to:	(A) explain the concept of marketing strategies	(i) explain the concept of marketing strategies
(13) The student understands the importance of an effective marketing mix. The student is expected to:	(B) define each component of the marketing mix	(i) define each component of the marketing mix
(13) The student understands the importance of an effective marketing mix. The student is expected to:	(C) identify examples of an effective marketing mix	(i) identify examples of an effective marketing mix

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student understands the importance of an effective marketing mix. The student is expected to:	(D) create an effective marketing mix for a product or service	(i) create an effective marketing mix for a product or service
(13) The student understands the importance of an effective marketing mix. The student is expected to:	(E) explain the role of participation as a key element of marketing	(i) explain the role of participation as a key element of marketing
(14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster, and formulates a career plan. The student is expected to:	(A) analyze individual goals and interests	(i) analyze individual goals
(14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster, and formulates a career plan. The student is expected to:	(A) analyze individual goals and interests	(ii) analyze individual interests
(14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster, and formulates a career plan. The student is expected to:	(B) determine individual talents, abilities, and skills	(i) determine individual talents
(14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster, and formulates a career plan. The student is expected to:	(B) determine individual talents, abilities, and skills	(ii) determine individual abilities

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster, and formulates a career plan. The student is expected to:	(B) determine individual talents, abilities, and skills	(iii) determine individual skills
(14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster, and formulates a career plan. The student is expected to:	(C) develop an individual career plan	(i) develop an individual career plan

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.133. Touch System Data Entry (One-Half Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using [writing] skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules, laws, and regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(A) demonstrate correct posture and position while conducting data entry	(i) demonstrate correct posture while conducting data entry
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(A) demonstrate correct posture and position while conducting data entry	(ii) demonstrate correct position while conducting data entry
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(B) display proper care and operation of equipment used	(i) display proper care of equipment used
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(B) display proper care and operation of equipment used	(ii) display proper operation of equipment used
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(C) apply the correct touch-system techniques for operating alphabetic keys	(i) apply the correct touch-system techniques for operating alphabetic keys
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(D) demonstrate the correct touch-system techniques for operating numeric and symbol keys	(i) demonstrate the correct touch-system techniques for operating numeric keys
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(D) demonstrate the correct touch-system techniques for operating numeric and symbol keys	(ii) demonstrate the correct touch-system techniques for operating symbol keys

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(E) use the correct touch-system techniques for operating the ten-key numeric pad	(i) use the correct touch-system techniques for operating the ten-key numeric pad
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(F) correctly use the command and function keys	(i) correctly use the command [key]
(2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:	(F) correctly use the command and function keys	(ii) correctly use the function [key]
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(A) demonstrate improvement in speed and accuracy	(i) demonstrate improvement in speed
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(A) demonstrate improvement in speed and accuracy	(ii) demonstrate improvement in accuracy
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate	(i) develop the ability to proofread
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate	(ii) develop the ability to edit writing for proper voice

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate	(iii) develop the ability to edit writing for proper tense
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate	(iv) develop the ability to edit writing for proper syntax, assuring that it conforms to standard English, when appropriate
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(C) use the backspace key to correct errors	(i) use the backspace key to correct errors
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(D) compose a variety of business documents under timed situations	(i) compose a variety of business documents under timed situations
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(E) apply speed and accuracy in production of documents	(i) apply speed in production of documents
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(E) apply speed and accuracy in production of documents	(ii) apply accuracy in production of documents
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(F) demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and sentence structure correctly	(i) demonstrate mastery of basic grammar, including using punctuation marks correctly

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(F) demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and sentence structure correctly	(ii) demonstrate mastery of basic grammar, including using capitalization correctly
(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:	(F) demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and sentence structure correctly	(iii) demonstrate mastery of basic grammar, including using sentence structure correctly
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material	(i) demonstrate the ability to work from printed material
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material	(ii) demonstrate the ability to work from rough-draft material
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material	(iii) demonstrate the ability to work from statistical material
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material	(iv) demonstrate the ability to work from handwritten material

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material	(v) demonstrate the ability to work from unarranged material
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(B) demonstrate the ability to compose at the keyboard	(i) demonstrate the ability to compose at the keyboard
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(C) demonstrate the ability to proofread	(i) demonstrate the ability to proofread
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(D) identify the parts of a personal and business letter	(i) identify the parts of a personal letter
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(D) identify the parts of a personal and business letter	(ii) identify the parts of a business letter
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(E) format personal and business letters and envelopes	(i) format personal letters

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(E) format personal and business letters and envelopes	(ii) format business letters
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(E) format personal and business letters and envelopes	(iii) format personal envelopes
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(E) format personal and business letters and envelopes	(iv) format business envelopes
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(F) format all pages of a report, including a title page, reference page, and bibliography	(i) format all pages of a report, including a title page
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(F) format all pages of a report, including a title page, reference page, and bibliography	(ii) format all pages of a report, including a reference page
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(F) format all pages of a report, including a title page, reference page, and bibliography	(iii) format all pages of a report, including a bibliography

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(G) format an outline	(i) format an outline
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(H) demonstrate mastery of basic grammar, including using punctuation marks, numbers and symbols, and capitalization correctly	(i) demonstrate mastery of basic grammar, including using punctuation marks correctly
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(H) demonstrate mastery of basic grammar, including using punctuation marks, numbers and symbols, and capitalization correctly	(ii) demonstrate mastery of basic grammar, including using numbers and symbols correctly
(4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:	(H) demonstrate mastery of basic grammar, including using punctuation marks, numbers and symbols, and capitalization correctly	(iii) demonstrate mastery of basic grammar, including using capitalization correctly
(5) The student prepares business documents using effective communication. The student is expected to:	(A) interpret and follow directions to produce documents	(i) interpret directions to produce documents
(5) The student prepares business documents using effective communication. The student is expected to:	(A) interpret and follow directions to produce documents	(ii) follow directions to produce documents
(5) The student prepares business documents using effective communication. The student is expected to:	(B) demonstrate proficiency in business English, spelling, and proofreading	(i) demonstrate proficiency in business English

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student prepares business documents using effective communication. The student is expected to:	(B) demonstrate proficiency in business English, spelling, and proofreading	(ii) demonstrate proficiency in spelling
(5) The student prepares business documents using effective communication. The student is expected to:	(B) demonstrate proficiency in business English, spelling, and proofreading	(iii) demonstrate proficiency in proofreading
(5) The student prepares business documents using effective communication. The student is expected to:	(C) identify and apply correct format for business correspondence and documents	(i) identify correct format for business correspondence
(5) The student prepares business documents using effective communication. The student is expected to:	(C) identify and apply correct format for business correspondence and documents	(ii) identify correct format for business documents
(5) The student prepares business documents using effective communication. The student is expected to:	(C) identify and apply correct format for business correspondence and documents	(iii) apply correct format for business correspondence
(5) The student prepares business documents using effective communication. The student is expected to:	(C) identify and apply correct format for business correspondence and documents	(iv) apply correct format for business documents
(5) The student prepares business documents using effective communication. The student is expected to:	(D) demonstrate concepts and processes to employ the appropriate steps in document production	(i) demonstrate concepts to employ the appropriate steps in document production
(5) The student prepares business documents using effective communication. The student is expected to:	(D) demonstrate concepts and processes to employ the appropriate steps in document production	(ii) demonstrate processes to employ the appropriate steps in document production

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student improves level of proficiency in producing complex business documents. The student is expected to:	(A) refine work habits	(i) refine work habits
(6) The student improves level of proficiency in producing complex business documents. The student is expected to:	(B) improve techniques, speed, and accuracy in document production	(i) improve techniques in document production
(6) The student improves level of proficiency in producing complex business documents. The student is expected to:	(B) improve techniques, speed, and accuracy in document production	(ii) improve speed document production
(6) The student improves level of proficiency in producing complex business documents. The student is expected to:	(B) improve techniques, speed, and accuracy in document production	(iii) improve accuracy in document production
(7) The student solves problems using document processing skills. The student is expected to:	(A) identify criteria for selection and evaluation of word-processing software	(i) identify criteria for selection of word-processing software
(7) The student solves problems using document processing skills. The student is expected to:	(A) identify criteria for selection and evaluation of word-processing software	(ii) identify criteria for evaluation of word-processing software
(7) The student solves problems using document processing skills. The student is expected to:	(B) analyze proper placement, format, and priority of completion	(i) analyze proper placement
(7) The student solves problems using document processing skills. The student is expected to:	(B) analyze proper placement, format, and priority of completion	(ii) analyze proper format

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student solves problems using document processing skills. The student is expected to:	(B) analyze proper placement, format, and priority of completion	(iii) analyze proper priority of completion
(7) The student solves problems using document processing skills. The student is expected to:	(C) produce business correspondence such as letters, memos, emails, press releases, announcements, tables, reports, legal documents, and business forms	(i) produce business correspondence
(7) The student solves problems using document processing skills. The student is expected to:	(D) prepare and distribute personalized correspondence using electronic mail	(i) prepare personalized correspondence using electronic mail
(7) The student solves problems using document processing skills. The student is expected to:	(D) prepare and distribute personalized correspondence using electronic mail	(ii) distribute personalized correspondence using electronic mail
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(i) create a visual report using text
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(ii) create an oral report using text
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(iii) present a visual report using text

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(iv) present an oral report using text
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(v) create a visual report using graphics
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(vi) create an oral report using graphics
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(vii) present a visual report using graphics
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(A) create and present a visual and oral report using text and graphics	(viii) present an oral report using graphics
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(B) relate the social ramifications of computer applications to privacy, values, and ethics	(i) relate the social ramifications of computer applications to privacy
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(B) relate the social ramifications of computer applications to privacy, values, and ethics	(ii) relate the social ramifications of computer applications to values

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(B) relate the social ramifications of computer applications to privacy, values, and ethics	(iii) relate the social ramifications of computer applications to ethics
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(C) enhance overall office productivity by responsible use of computer systems	(i) enhance overall office productivity by responsible use of computer systems
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(D) develop human-relation skills for working in a team environment	(i) develop human-relation skills for working in a team environment
(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:	(E) participate in student leadership activities	(i) participate in student leadership activities

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.134. Business Law (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others utilizing oral and writing skills	(i) communicate effectively using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others utilizing oral and writing skills	(ii) communicate effectively using writing skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules, laws, and regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student defines ethics in business. The student is expected to:	(A) distinguish between ethical and unethical business practices	(i) distinguish between ethical and unethical business practices
(2) The student defines ethics in business. The student is expected to:	(B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations	(i) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations
(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:	(A) identify the concepts of civil and criminal law	(i) identify the concepts of civil law
(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:	(A) identify the concepts of civil and criminal law	(ii) identify the concepts of criminal law
(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:	(B) explain the different types of courts and traditional court procedures	(i) explain the different types of courts
(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:	(B) explain the different types of courts and traditional court procedures	(ii) explain traditional court procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:	(C) differentiate between business torts and crimes	(i) differentiate between business torts and crimes
(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:	(D) comprehend the rationale for governmental regulations of business activities	(i) comprehend the rationale for governmental regulations of business activities
(4) The student identifies the principles of contracts in business. The student is expected to:	(A) explain the classes of contracts	(i) explain the classes of contracts
(4) The student identifies the principles of contracts in business. The student is expected to:	(B) cite methods of offer and acceptance	(i) cite methods of offer
(4) The student identifies the principles of contracts in business. The student is expected to:	(B) cite methods of offer and acceptance	(ii) cite methods of acceptance
(4) The student identifies the principles of contracts in business. The student is expected to:	(C) explain the different capacities to contract	(i) explain the different capacities to contract
(4) The student identifies the principles of contracts in business. The student is expected to:	(D) examine the concepts of consideration	(i) examine the concepts of consideration
(4) The student identifies the principles of contracts in business. The student is expected to:	(E) describe defective agreements	(i) describe defective agreements

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies the principles of contracts in business. The student is expected to:	(F) describe illegal agreements	(i) describe illegal agreements
(4) The student identifies the principles of contracts in business. The student is expected to:	(G) research contemporary cases dealing with contract law by using appropriate online technology	(i) research contemporary cases dealing with contract law by using appropriate online technology
(5) The student explains personal property. The student is expected to:	(A) contrast real property with personal property	(i) contrast real property with personal property
(5) The student explains personal property. The student is expected to:	(B) analyze the nature of personal property	(i) analyze the nature of personal property
(5) The student explains personal property. The student is expected to:	(C) recognize the different types of bailments and obligations and rights under each type	(i) recognize the different types of bailments
(5) The student explains personal property. The student is expected to:	(C) recognize the different types of bailments and obligations and rights under each type	(ii) recognize the different types of obligations
(5) The student explains personal property. The student is expected to:	(C) recognize the different types of bailments and obligations and rights under each type	(iii) recognize rights under [bailments]
(5) The student explains personal property. The student is expected to:	(C) recognize the different types of bailments and obligations and rights under each type	(iv) recognize rights under [obligations]
(5) The student explains personal property. The student is expected to:	(D) research cases dealing with personal property using appropriate online technology	(i) research cases dealing with personal property using appropriate online technology

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(A) identify the nature of goods and services	(i) identify the nature of goods
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(A) identify the nature of goods and services	(ii) identify the nature of services
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(B) explain the formalities of sale	(i) explain the formalities of sale
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(C) characterize the transfer of title and risks in sales contracts	(i) characterize the transfer of title in sales contracts
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(C) characterize the transfer of title and risks in sales contracts	(ii) characterize the transfer of risks in sales contracts
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(i) identify the types of warranties
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(ii) identify the types of product liability
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(iii) identify the types of consumer protection
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(iv) explain the types of warranties

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(v) explain the types of product liability
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(vi) explain the types of consumer protection
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(vii) identify the categories of warranties
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(viii) identify the categories of product liability
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(ix) identify the categories of consumer protection
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(x) explain the categories of warranties
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(xi) explain the categories of product liability
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(D) identify and explain the types and categories of warranties, product liability, and consumer protection	(xii) explain the categories of consumer protection
(6) The student identifies the concept of sales in the context of business law. The student is expected to:	(E) research cases dealing with contract sales using appropriate online technology	(i) research cases dealing with contract sales using appropriate online technology

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student researches negotiable instruments. The student is expected to:	(A) explain the nature of negotiable instruments	(i) explain the nature of negotiable instruments
(7) The student researches negotiable instruments. The student is expected to:	(B) identify the essentials of negotiability	(i) identify the essentials of negotiability
(7) The student researches negotiable instruments. The student is expected to:	(C) explain promissory notes and drafts	(i) explain promissory notes
(7) The student researches negotiable instruments. The student is expected to:	(C) explain promissory notes and drafts	(ii) explain drafts
(7) The student researches negotiable instruments. The student is expected to:	(D) distinguish between negotiation and discharge	(i) distinguish between negotiation and discharge
(7) The student researches negotiable instruments. The student is expected to:	(E) assess the liabilities of the holders in due course	(i) assess the liabilities of the holders in due course
(7) The student researches negotiable instruments. The student is expected to:	(F) identify the defenses in dealing with negotiable instruments	(i) identify the defenses in dealing with negotiable instruments
(7) The student researches negotiable instruments. The student is expected to:	(G) research cases dealing with negotiable instruments using appropriate online technology	(i) research cases dealing with negotiable instruments using appropriate online technology
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(A) summarize the nature and creation of an agency	(i) summarize the nature of an agency

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(A) summarize the nature and creation of an agency	(ii) summarize the creation of an agency
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(B) explain the operation and termination of an agency	(i) explain the operation of an agency
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(B) explain the operation and termination of an agency	(ii) explain the termination of an agency
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(C) recognize the nature of employer and employee relations	(i) recognize the nature of employer and employee relations
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(D) explain employee rights	(i) explain employee rights
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(E) identify the tenets of labor legislation	(i) identify the tenets of labor legislation
(8) The student analyzes the concepts of agency and employment. The student is expected to:	(F) research cases dealing with employment law using appropriate online technology	(i) research cases dealing with employment law using appropriate online technology
(9) The student identifies the different types of business organization. The student is expected to:	(A) explain a sole proprietorship	(i) explain a sole proprietorship
(9) The student identifies the different types of business organization. The student is expected to:	(B) explain the creation and operation of a partnership	(i) explain the creation of a partnership

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student identifies the different types of business organization. The student is expected to:	(B) explain the creation and operation of a partnership	(ii) explain the operation of a partnership
(9) The student identifies the different types of business organization. The student is expected to:	(C) discuss the nature and creation of a corporation	(i) discuss the nature of a corporation
(9) The student identifies the different types of business organization. The student is expected to:	(C) discuss the nature and creation of a corporation	(ii) discuss the creation of a corporation
(9) The student identifies the different types of business organization. The student is expected to:	(D) depict the ownership of a corporation	(i) depict the ownership of a corporation
(9) The student identifies the different types of business organization. The student is expected to:	(E) describe the management and dissolution of a corporation	(i) describe the management of a corporation
(9) The student identifies the different types of business organization. The student is expected to:	(E) describe the management and dissolution of a corporation	(ii) describe the dissolution of a corporation
(10) The student explains risk-management instruments. The student is expected to:	(A) identify the principles of insurance	(i) identify the principles of insurance
(10) The student explains risk-management instruments. The student is expected to:	(B) review the types of insurance	(i) review the types of insurance
(10) The student explains risk-management instruments. The student is expected to:	(C) recognize security devices such as fidelity bonds and securities	(i) recognize security devices

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student explains risk-management instruments. The student is expected to:	(D) discuss the appropriateness and categories of bankruptcy	(i) discuss the appropriateness of bankruptcy
(10) The student explains risk-management instruments. The student is expected to:	(D) discuss the appropriateness and categories of bankruptcy	(ii) discuss the categories of bankruptcy
(10) The student explains risk-management instruments. The student is expected to:	(E) research contemporary cases dealing with risk bearing devices using appropriate online technology	(i) research contemporary cases dealing with risk bearing devices using appropriate online technology
(11) The student describes the legal contexts of real property. The student is expected to:	(A) explain the nature of real property	(i) explain the nature of real property
(11) The student describes the legal contexts of real property. The student is expected to:	(B) establish the proper methods for the transfer of real property	(i) establish the proper methods for the transfer of real property
(11) The student describes the legal contexts of real property. The student is expected to:	(C) describe the different types of real estate mortgages	(i) describe the different types of real estate mortgages
(11) The student describes the legal contexts of real property. The student is expected to:	(D) review contemporary landlord-tenant law	(i) review contemporary landlord-tenant law
(11) The student describes the legal contexts of real property. The student is expected to:	(E) explain wills, inheritances, and trusts	(i) explain wills
(11) The student describes the legal contexts of real property. The student is expected to:	(E) explain wills, inheritances, and trusts	(ii) explain inheritances

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student describes the legal contexts of real property. The student is expected to:	(E) explain wills, inheritances, and trusts	(iii) explain trusts
(11) The student describes the legal contexts of real property. The student is expected to:	(F) research cases dealing with real estate law using appropriate online technology	(i) research cases dealing with real estate law using appropriate online technology
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients	(i) identify effective team-building skills involving situations with coworkers
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients	(ii) identify effective interpersonal skills involving situations with supervisors
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients	(iii) identify effective interpersonal skills involving situations with clients
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients	(iv) practice effective interpersonal skills involving situations with coworkers

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients	(v) practice effective interpersonal skills involving situations with supervisors
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(A) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and clients	(vi) practice effective interpersonal skills involving situations with clients
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(B) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(C) participate in leadership and career development activities	(i) participate in leadership activities
(12) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:	(C) participate in leadership and career development activities	(ii) participate in career development activities

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.135. Business English (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grade 12. Prerequisite: English III Recommended Prerequisite: Touch Systems Data Entry. This course satisfies the high school advanced English graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules, laws, and regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student prepares for effective communication skills. The student is expected to:	(A) organize ideas logically and sequentially	(i) organize ideas logically
(2) The student prepares for effective communication skills. The student is expected to:	(A) organize ideas logically and sequentially	(ii) organize ideas sequentially
(2) The student prepares for effective communication skills. The student is expected to:	(B) locate and interpret written information	(i) locate written information
(2) The student prepares for effective communication skills. The student is expected to:	(B) locate and interpret written information	(ii) interpret written information
(2) The student prepares for effective communication skills. The student is expected to:	(C) distinguish communicated fact from opinion by identifying key words	(i) distinguish communicated fact from opinion by identifying key words
(2) The student prepares for effective communication skills. The student is expected to:	(D) interpret visual materials such as charts, graphs, pictures, and maps and translate the information into textual form	(i) interpret visual materials
(2) The student prepares for effective communication skills. The student is expected to:	(D) interpret visual materials such as charts, graphs, pictures, and maps and translate the information into textual form	(ii) translate the information [from visual materials] into textual form

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student prepares for effective communication skills. The student is expected to:	(E) employ precise language to communicate ideas clearly and concisely	(i) employ precise language to communicate ideas clearly
(2) The student prepares for effective communication skills. The student is expected to:	(E) employ precise language to communicate ideas clearly and concisely	(ii) employ precise language to communicate ideas concisely
(2) The student prepares for effective communication skills. The student is expected to:	(F) organize ideas in writing in a coherent, logical progression	(i) organize ideas in writing in a coherent, logical progression
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(A) incorporate information from printed copies and electronic resources and references	(i) incorporate information from printed copies
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(A) incorporate information from printed copies and electronic resources and references	(ii) incorporate information from electronic resources and references
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(B) locate and paraphrase secondary sources	(i) locate secondary sources
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(B) locate and paraphrase secondary sources	(ii) paraphrase secondary sources

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(C) document secondary sources	(i) document secondary sources
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(D) design, conduct, and analyze the results of a survey	(i) design a survey
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(D) design, conduct, and analyze the results of a survey	(ii) conduct a survey
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(D) design, conduct, and analyze the results of a survey	(iii) analyze the results of a survey
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(E) conduct interviews to obtain resource materials	(i) conduct interviews to obtain resource materials
(3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:	(F) create a business project incorporating data imported from various sources	(i) create a business project incorporating data imported from various sources
(4) The student exchanges information via telecommunications such as email, images, social media, and other online information services with appropriate supervision. The student is expected to:	(A) evaluate which telecommunications methods are most appropriate to a given situation	(i) evaluate which telecommunications methods are most appropriate to a given situation

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student exchanges information via telecommunications such as email, images, social media, and other online information services with appropriate supervision. The student is expected to:	(B) apply appropriate business ethics and correct etiquette when using telecommunications	(i) apply appropriate business ethics when using telecommunication
(4) The student exchanges information via telecommunications such as email, images, social media, and other online information services with appropriate supervision. The student is expected to:	(B) apply appropriate business ethics and correct etiquette when using telecommunications	(ii) apply correct etiquette when using telecommunication
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(A) develop professional vocabulary skills	(i) develop professional vocabulary skills
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(B) execute effective oral presentations	(i) execute effective oral presentations
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(C) deliver an effective business presentation such as sales, reports, and proposals	(i) deliver an effective business presentation
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(D) apply effective communication techniques when using the telephone and different forms of technology	(i) apply effective communication techniques when using the telephone
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(D) apply effective communication techniques when using the telephone and different forms of technology	(ii) apply effective communication techniques when using different forms of technology
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(E) demonstrate the ability to listen by writing summaries of presentations and oral conversations	(i) demonstrate the ability to listen by writing summaries of presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(E) demonstrate the ability to listen by writing summaries of presentations and oral conversations	(ii) demonstrate the ability to listen by writing summaries of oral conversations
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(F) display active listening through oral feedback	(i) display active listening through oral feedback
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(G) follow oral and written directions	(i) follow oral directions
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(G) follow oral and written directions	(ii) follow written directions
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(H) demonstrate the ability to give oral instructions for completing a simple task	(i) demonstrate the ability to give oral instructions for completing a simple task
(5) The student illustrates proficiency in interpersonal communication. The student is expected to:	(I) apply proper business interviewing techniques in various situations such as one-on-one, group, and committee interviews	(i) apply proper business interviewing techniques in various situations
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(A) describe the communication process	(i) describe the communication process
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(B) identify barriers to effective communication	(i) identify barriers to effective communication

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(C) assess the ethical and legal implications of messages	(i) assess the ethical implications of messages
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(C) assess the ethical and legal implications of messages	(ii) assess the legal implications of messages
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(D) discern appropriate channels for transmitting messages	(i) discern appropriate channels for transmitting messages
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(E) interpret nonverbal communication in various activities	(i) interpret nonverbal communication in various activities
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(F) illustrate the impact of nonverbal communication on the total communication process	(i) illustrate the impact of nonverbal communication on the total communication process
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(G) identify ways to improve communication in organizations	(i) identify ways to improve communication in organizations
(6) The student develops communication skills necessary to address a changing business environment. The student is expected to:	(H) discuss potential communication problems in multicultural business environments	(i) discuss potential communication problems in multicultural business environments

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student produces business documents using current and emerging technology. The student is expected to:	(A) format business documents	(i) format business documents
(7) The student produces business documents using current and emerging technology. The student is expected to:	(B) demonstrate basic writing skills through assigned tasks	(i) demonstrate basic writing skills through assigned tasks
(7) The student produces business documents using current and emerging technology. The student is expected to:	(C) compose positive, negative, and persuasive messages	(i) compose positive messages
(7) The student produces business documents using current and emerging technology. The student is expected to:	(C) compose positive, negative, and persuasive messages	(ii) compose negative messages
(7) The student produces business documents using current and emerging technology. The student is expected to:	(C) compose positive, negative, and persuasive messages	(iii) compose persuasive messages
(7) The student produces business documents using current and emerging technology. The student is expected to:	(D) compose business letters and memos using the appropriate organizational strategies	(i) compose business letters using the appropriate organizational strategies
(7) The student produces business documents using current and emerging technology. The student is expected to:	(D) compose business letters and memos using the appropriate organizational strategies	(ii) compose memos using the appropriate organizational strategies

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student produces business documents using current and emerging technology. The student is expected to:	(E) produce a business report containing text and graphics	(i) produce a business report containing text
(7) The student produces business documents using current and emerging technology. The student is expected to:	(E) produce a business report containing text and graphics	(ii) produce a business report containing graphics
(7) The student produces business documents using current and emerging technology. The student is expected to:	(F) develop a business newsletter	(i) develop a business newsletter
(8) The student documents technical knowledge and skills. The student is expected to:	(A) prepare a professional electronic portfolio that includes information such as attainment of technical skill competencies; recognitions, awards, and scholarships; extended learning experiences such as community service and active participation in career and technical student organizations; sample letter of application; resume; samples of work; and teacher recommendations	(i) prepare a professional electronic portfolio that includes information
(8) The student documents technical knowledge and skills. The student is expected to:	(B) present the portfolio to interested stakeholders	(i) present the portfolio to interested stakeholders
(9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:	(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text	(i) draw conclusions about how the patterns of organization support the understandability of text

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:	(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text	(ii) draw conclusions about how the hierarchic structures support the understandability of text
(9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:	(B) evaluate the structures of text such as format or headers for their clarity and organizational coherence	(i) evaluate the structures of text for their clarity
(9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:	(B) evaluate the structures of text such as format or headers for their clarity and organizational coherence	(ii) evaluate the structures of text for their organizational coherence
(9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:	(C) evaluate the structures of text for the effectiveness of their graphic representations	(i) evaluate the structures of text for the effectiveness of their graphic representations
(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:	(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts	(i) evaluate how messages presented in media reflect social views in ways different from traditional texts

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts</p>	<p>(ii) evaluate how messages presented in media reflect cultural views in ways different from traditional texts</p>
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(B) evaluate the interactions of different techniques used in multi-layered media such as layout, pictures, typeface in print media, images, text, or sound in electronic journalism</p>	<p>(i) evaluate the interactions of different techniques used in multi-layered media</p>
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose</p>	<p>(i) evaluate how one issue or event is represented across various media to understand the notions of bias</p>
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose</p>	<p>(ii) evaluate how one issue or event is represented across various media to understand the notions of audience</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose</p>	<p>(iii) evaluate how one issue or event is represented across various media to understand the notions of purpose</p>
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(D) evaluate changes in formality and tone across various media for different audiences and purposes</p>	<p>(i) evaluate changes in formality across various media for different audiences</p>
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(D) evaluate changes in formality and tone across various media for different audiences and purposes</p>	<p>(ii) evaluate changes in formality across various media for different purposes</p>
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(D) evaluate changes in formality and tone across various media for different audiences and purposes</p>	<p>(iii) evaluate changes in tone across various media for different audiences</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:</p>	<p>(D) evaluate changes in formality and tone across various media for different audiences and purposes</p>	<p>(iv) evaluate changes in tone across various media for different purposes</p>
<p>(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:</p>	<p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea</p>	<p>(i) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences</p>
<p>(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:</p>	<p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea</p>	<p>(ii) plan a first draft by determining appropriate topics through a range of strategies</p>
<p>(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:</p>	<p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea</p>	<p>(iii) plan a first draft by developing a thesis or controlling idea</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(B) structure ideas in persuasive ways such as using outlines, note taking, graphic organizers, or lists to develop drafts in timed and open-ended situations	(i) structure ideas in persuasive ways to develop drafts in timed situations
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(B) structure ideas in persuasive ways such as using outlines, note taking, graphic organizers, or lists to develop drafts in timed and open-ended situations	(ii) structure ideas in persuasive ways to develop drafts in open-ended situations
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(C) revise drafts to clarify meaning, consistency of tone, and logical organization	(i) revise drafts to clarify meaning
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(C) revise drafts to clarify meaning, consistency of tone, and logical organization	(ii) revise drafts to clarify consistency of tone
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(C) revise drafts to clarify meaning, consistency of tone, and logical organization	(iii) revise drafts to clarify logical organization
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(D) edit drafts for grammar, mechanics, and spelling	(i) edit drafts for grammar
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(D) edit drafts for grammar, mechanics, and spelling	(ii) edit drafts for mechanics

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(D) edit drafts for grammar, mechanics, and spelling	(iii) edit drafts for spelling
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	(i) revise final draft in response to feedback from peers
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	(ii) revise final draft in response to feedback from teacher
(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	(iii) publish written work for appropriate audiences
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(A) write an analytical essay of sufficient length that includes effective introductory, concluding and supporting paragraphs that incorporate relevant perspectives and evidence	(i) write an analytical essay of sufficient length that includes effective introductory paragraphs that incorporate relevant perspectives
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(A) write an analytical essay of sufficient length that includes effective introductory, concluding and supporting paragraphs that incorporate relevant perspectives and evidence	(ii) write an analytical essay of sufficient length that includes effective introductory paragraphs that incorporate relevant evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(A) write an analytical essay of sufficient length that includes effective introductory, concluding and supporting paragraphs that incorporate relevant perspectives and evidence	(iii) write an analytical essay of sufficient length that includes effective concluding paragraphs that incorporate relevant perspectives
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(A) write an analytical essay of sufficient length that includes effective introductory, concluding and supporting paragraphs that incorporate relevant perspectives and evidence	(iv) write an analytical essay of sufficient length that includes effective concluding paragraphs that incorporate relevant evidence
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(A) write an analytical essay of sufficient length that includes effective introductory, concluding and supporting paragraphs that incorporate relevant perspectives and evidence	(v) write an analytical essay of sufficient length that includes effective supporting paragraphs that incorporate relevant perspectives
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(A) write an analytical essay of sufficient length that includes effective introductory, concluding and supporting paragraphs that incorporate relevant perspectives and evidence	(vi) write an analytical essay of sufficient length that includes effective supporting paragraphs that incorporate relevant evidence
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(B) write procedural and work-related documents such as resumés, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures such as headings, graphics, or white space, and accurate technical information	(i) write procedural documents that include a clearly stated purpose combined with a well-supported viewpoint on the topic

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(B) write procedural and work-related documents such as resumés, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures such as headings, graphics, or white space, and accurate technical information	(ii) write procedural documents that include appropriate formatting structures
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(B) write procedural and work-related documents such as resumés, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures such as headings, graphics, or white space, and accurate technical information	(iii) write procedural documents that include accurate technical information
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(B) write procedural and work-related documents such as resumés, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures such as headings, graphics, or white space, and accurate technical information	(iv) write work-related documents that include a clearly stated purpose combined with a well-supported viewpoint on the topic
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(B) write procedural and work-related documents such as resumés, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures such as headings, graphics, or white space, and accurate technical information	(v) write work-related documents that include appropriate formatting structures

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(B) write procedural and work-related documents such as resumés, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures such as headings, graphics, or white space, and accurate technical information	(vi) write work-related documents that include accurate technical information
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(C) produce a multimedia presentation such as a documentary, class newspaper, docudrama, infomercial, visual or textual parody that includes graphics, images, and sound and appeals to a specific audience	(i) produce a multimedia presentation that includes graphics
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(C) produce a multimedia presentation such as a documentary, class newspaper, docudrama, infomercial, visual or textual parody that includes graphics, images, and sound and appeals to a specific audience	(ii) produce a multimedia presentation that includes images
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(C) produce a multimedia presentation such as a documentary, class newspaper, docudrama, infomercial, visual or textual parody that includes graphics, images, and sound and appeals to a specific audience	(iii) produce a multimedia presentation that includes sound

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:	(C) produce a multimedia presentation such as a documentary, class newspaper, docudrama, infomercial, visual or textual parody that includes graphics, images, and sound and appeals to a specific audience	(iv) produce a multimedia presentation that appeals to a specific audience
(13) The student understands the function of and uses the conventions of academic language when speaking and writing. The student continues to apply earlier standards with greater complexity. The student is expected to:	(A) understand and use adjectival, noun, or adverbial clauses and phrases	(i) understand adjectival, noun, or adverbial clauses and phrases
(13) The student understands the function of and uses the conventions of academic language when speaking and writing. The student continues to apply earlier standards with greater complexity. The student is expected to:	(A) understand and use adjectival, noun, or adverbial clauses and phrases	(ii) use adjectival, noun, or adverbial clauses and phrases
(13) The student understands the function of and uses the conventions of academic language when speaking and writing. The student continues to apply earlier standards with greater complexity. The student is expected to:	(B) use a variety of correctly structured sentences such as compound, complex, or compound-complex	(i) use a variety of correctly structured sentences
(14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.	[A] correctly and consistently use conventions of punctuation and capitalization	(i) correctly use conventions of punctuation

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.	[A] correctly and consistently use conventions of punctuation and capitalization	(ii) correctly use conventions of capitalization
(14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.	[A] correctly and consistently use conventions of punctuation and capitalization	(iii) consistently use conventions of punctuation
(14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.	[A] correctly and consistently use conventions of punctuation and capitalization	(iv) consistently use conventions of capitalization
(15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings.	[A] spell correctly, including using various resources to determine and check correct spelling	(i) spell correctly, including using various resources to determine correct spellings
(15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings.	[A] spell correctly, including using various resources to determine and check correct spelling	(ii) spell correctly, including using various resources to check correct spellings
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(A) synthesize research into an extended written or oral presentation	(i) synthesize research into an extended written or oral presentation

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(B) provide an analysis that supports and develops personal opinions, as opposed to simply restating existing information	(i) provide an analysis that supports personal opinions, as opposed to simply restating existing information
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(B) provide an analysis that supports and develops personal opinions, as opposed to simply restating existing information	(ii) provides an analysis that develops personal opinions, as opposed to simply restating existing information
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(C) use a variety of formats and rhetorical strategies to argue for the thesis	(i) use a variety of formats to argue for the thesis
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(C) use a variety of formats and rhetorical strategies to argue for the thesis	(ii) use a variety of rhetorical strategies to argue for the thesis
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(i) develop an argument that incorporates the complexities of information from multiple sources while anticipating counter arguments
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(ii) develop an argument that incorporates the discrepancies in information from multiple sources while anticipating counter arguments

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(iii) develop an argument that incorporates the complexities of information from multiple perspectives while anticipating counter arguments
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(iv) develop an argument that incorporates the discrepancies in information from multiple sources while anticipating counter-arguments
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(v) develop an argument that incorporates the complexities of information from multiple sources while refuting counter arguments
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(vi) develop an argument that incorporates the discrepancies in information from multiple sources while refuting counter arguments
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(vii) develop an argument that incorporates the complexities of information from multiple perspectives while refuting counter arguments
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments	(viii) develop an argument that incorporates the discrepancies in information from multiple sources while refuting counter-arguments

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(E) document sources and format written materials using a style manual such as Modern Language Association	(i) document sources using a style manual
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(E) document sources and format written materials using a style manual such as Modern Language Association	(ii) format written materials using a style manual
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(F) produce a document of sufficient length and complexity to address the topic	(i) produce a document of sufficient length to address the topic
(16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:	(F) produce a document of sufficient length and complexity to address the topic	(ii) produce a document of sufficient complexity to address the topic
(17) The student makes oral presentations. The student is expected to use proper conventions of language and presentation.	[A] use proper conventions of language and presentation	(i) use proper conventions of language
(17) The student makes oral presentations. The student is expected to use proper conventions of language and presentation.	[A] use proper conventions of language and presentation	(ii) use proper conventions of presentation

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria.</p>	<p>[A] offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria</p>	<p>(i) offer ideas or judgments that are purposeful in moving the team toward goals</p>
<p>(18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria.</p>	<p>[A] offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria</p>	<p>(ii) ask relevant questions</p>
<p>(18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria.</p>	<p>[A] offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria</p>	<p>(iii) ask insightful questions</p>
<p>(18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria.</p>	<p>[A] offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria</p>	<p>(iv) tolerate a range of positions</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria.</p>	<p>[A] offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria</p>	<p>(v) tolerate ambiguity in decision making</p>
<p>(18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria.</p>	<p>[A] offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria</p>	<p>(vi) evaluate the work of the group based on agreed-upon criteria</p>

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.136. Business Information Management I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Touch Systems Data Entry. Recommended corequisite: Business Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(A) explain the strategic role of information systems and information communication technology within an organization	(i) explain the strategic role of information systems within an organization
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(A) explain the strategic role of information systems and information communication technology within an organization	(ii) explain the strategic role of information communication technology within an organization
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(i) determine risks of developing a strategic role for information systems
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(ii) determine rewards of developing a strategic role for information systems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iii) determine risks of developing a strategic role for information communication technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iv) determine rewards of developing a strategic role for information communication technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(C) integrate information systems planning with business planning	(i) integrate information systems planning with business planning
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(A) identify the management information requirements and business needs of an organization	(i) identify the management information requirements of an organization
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(A) identify the management information requirements and business needs of an organization	(ii) identify the business needs of an organization
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(C) schedule equipment maintenance	(i) schedule equipment maintenance
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(i) use critical-thinking skills to troubleshoot equipment issues
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(ii) use critical-thinking skills to troubleshoot software issues
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(A) move files in the computer operating system	(i) move files in the computer operating system
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(B) create directories	(i) create directories
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents
(6) The student applies word-processing technology. The student is expected to:	(B) improve touch-system skills using the keyboard and keypad to input data	(i) improve touch-system skills using the keyboard to input data

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies word-processing technology. The student is expected to:	(B) improve touch-system skills using the keyboard and keypad to input data	(ii) improve touch-system skills using the keypad to input data
(6) The student applies word-processing technology. The student is expected to:	(C) use hardware and software needed to produce documents to address different computer applications	(i) use hardware needed to produce documents to address different computer applications
(6) The student applies word-processing technology. The student is expected to:	(C) use hardware and software needed to produce documents to address different computer applications	(ii) use software needed to produce documents to address different computer applications
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(i) demonstrate writing techniques by generating ideas relevant to the topic
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(ii) demonstrate writing techniques by gathering information relevant to the topic, while maintaining accurate records of outside sources
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iii) demonstrate writing techniques by generating ideas relevant to the purpose
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iv) demonstrate writing techniques by gathering ideas relevant to the purpose, while maintaining accurate records of outside sources

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(i) produce business documents, including business letters
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(ii) produce business documents, including resumes
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iii) produce business documents, including research papers
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iv) produce business documents, including newsletters
(6) The student applies word-processing technology. The student is expected to:	(F) edit a variety of written documents	(i) edit a variety of written documents
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(i) insert objects into a document
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(ii) edit objects
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(i) prepare personalized correspondence using mail merge
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(ii) distribute personalized correspondence using mail merge

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(i) use online word-processing technologies to create documents
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(ii) use online word-processing technologies to edit documents
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(iii) use online word-processing technologies to share documents
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(A) explain the principles of data analysis	(i) explain the principles of data analysis
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(B) explain the nature of tools that can be used to access information in the database system	(i) explain the nature of tools that can be used to access information in the database system
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(C) choose appropriate software	(i) choose appropriate software
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(i) define fields

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(ii) define type of data
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(E) create database structure	(i) create database structure
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(F) define relationships of tables	(i) define relationships of tables
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(G) analyze company data requirements	(i) analyze company data requirements
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(H) design a database to meet business requirements	(i) design a database to meet business requirements
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(A) access information in the database system	(i) access information in the database system
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(B) build data in a data warehouse	(i) build data in a data warehouse

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(i) enter data into database tables for easy data entry
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(ii) enter data into database forms for easy data entry
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(iii) edit data
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(i) import databases
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(ii) export databases
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(A) retrieve data from tables and queries	(i) retrieve data from tables
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(A) retrieve data from tables and queries	(ii) retrieve data from queries
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(B) formulate queries	(i) formulate queries

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(i) create reports
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(ii) print reports
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(A) discuss the nature of data mining	(i) discuss the nature of data mining
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(B) describe data mining tools	(i) describe data mining tools
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(C) demonstrate basic data mining techniques	(i) demonstrate basic data mining techniques
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(D) interpret data mining findings	(i) interpret data mining findings
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(i) perform mathematical processes, including percentages

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(ii) perform mathematical processes, including decimals
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(iii) perform mathematical processes, including order of operations principle
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(iv) perform mathematical processes, including estimation
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(v) perform mathematical processes, including prediction of patterns of data
(11) The student applies spreadsheet technology. The student is expected to:	(B) formulate and produce solutions to a variety of business problems such as budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies □	(i) formulate solutions to a variety of business problems
(11) The student applies spreadsheet technology. The student is expected to:	(B) formulate and produce solutions to a variety of business problems such as budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies □	(ii) produce solutions to a variety of business problems
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(i) create charts using spreadsheet data

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(ii) create graphs using spreadsheet data
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(iii) create infographics using spreadsheet data
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(i) use online spreadsheet technologies to create documents
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(ii) use online spreadsheet technologies to edit documents
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(iii) use online spreadsheet technologies to share documents
(12) The student applies presentation management technology. The student is expected to:	(A) identify the guidelines for using graphics, fonts, and special effects in presentations	(i) identify the guidelines for using graphics in presentations
(12) The student applies presentation management technology. The student is expected to:	(A) identify the guidelines for using graphics, fonts, and special effects in presentations	(ii) identify the guidelines for using fonts in presentations
(12) The student applies presentation management technology. The student is expected to:	(A) identify the guidelines for using graphics, fonts, and special effects in presentations	(iii) identify the guidelines for using special effects in presentations
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(i) determine the appropriate technology to create an effective presentation
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(ii) determine the appropriate technology to deliver an effective presentation
(12) The student applies presentation management technology. The student is expected to:	(D) save documents in various formats such as template, video, and PDF to share or transport electronically	(i) save documents in various formats to share or transport electronically
(12) The student applies presentation management technology. The student is expected to:	(E) deliver an effective presentation	(i) deliver an effective presentation
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(i) use online presentation management technologies to create documents
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(ii) use online presentation management technologies to edit documents
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iii) use online presentation management technologies to transport documents

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iv) use online presentation management technologies to share documents
(13) The student applies desktop publishing technology. The student is expected to:	(A) identify technologies available for desktop publishing	(i) identify technologies available for desktop publishing
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(i) identify customary standards of desktop publishing
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(ii) identify customary styles of desktop publishing
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(i) create desktop publications importing text
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(ii) create desktop publications importing graphics
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.137. Business Information Management II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisite: Business Information Management I. Recommended Prerequisite: Touch System Data Entry. Recommended corequisite: Business Lab. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those that contain the phrase "such as" are intended as possible illustrative samples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations	(ii) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations	(iii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations	(iv) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:	(A) initiate a project	(i) initiate a project
(2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:	(B) plan a project	(i) plan a project
(2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:	(C) execute a project	(i) execute a project

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:	(D) monitor and control a project	(i) monitor a project
(2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:	(D) monitor and control a project	(ii) control a project
(2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:	(E) close a business project	(i) close a business project
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(A) employ verbal and active listening skills when obtaining and conveying information	(i) employ verbal skills when obtaining information
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(A) employ verbal and active listening skills when obtaining and conveying information	(ii) employ active listening skills when obtaining information
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(A) employ verbal and active listening skills when obtaining and conveying information	(iii) employ verbal skills when conveying information

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(A) employ verbal and active listening skills when obtaining and conveying information</p>	<p>(iv) employ active listening skills when conveying information</p>
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(B) record information needed to present a report on a given topic and use items such as tables of content, indexes, tabs, footnotes, endnotes, captions, and/or building blocks</p>	<p>(i) record information needed to present a report on a given topic</p>
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(B) record information needed to present a report on a given topic and use items such as tables of content, indexes, tabs, footnotes, endnotes, captions, and/or building blocks</p>	<p>(ii) use items [to present a report on a given topic]</p>
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that conveys information effectively using correct grammar, spelling, punctuation, and capitalization</p>	<p>(i) write business correspondence using advanced word processing features that conveys information effectively using correct grammar</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that conveys information effectively using correct grammar, spelling, punctuation, and capitalization</p>	<p>(ii) write business correspondence using advanced word processing features that conveys information effectively using correct spelling</p>
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that conveys information effectively using correct grammar, spelling, punctuation, and capitalization</p>	<p>(iii) write business correspondence using advanced word processing features that conveys information effectively using correct punctuation</p>
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that conveys information effectively using correct grammar, spelling, punctuation, and capitalization</p>	<p>(iv) write business correspondence using advanced word processing features that conveys information effectively using correct capitalization</p>
<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:</p>	<p>(D) use online word processing technologies to create, edit and share documents</p>	<p>(i) use online word processing technologies to create documents</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(D) use online word processing technologies to create, edit and share documents	(ii) use online word processing technologies to edit documents
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(D) use online word processing technologies to create, edit and share documents	(iii) use online word processing technologies to share documents
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(E) communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors	(i) communicate with relevant parties by interpreting verbal behaviors
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(E) communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors	(ii) communicate with relevant parties by interpreting nonverbal behaviors
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(F) apply strategies for communicating about issues in dealing with a diverse workforce such as sexual harassment and cultural differences	(i) apply strategies for communicating about issues in dealing with a diverse workforce

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(G) demonstrate the ability to communicate and resolve conflicts within a diverse workforce	(i) demonstrate the ability to communicate within a diverse workforce
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(G) demonstrate the ability to communicate and resolve conflicts within a diverse workforce	(ii) demonstrate the ability to resolve conflicts within a diverse workforce
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(A) create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks	(i) create items to accomplish specific occupational tasks
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(A) create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks	(ii) interpret items to accomplish specific occupational tasks
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(B) use resources such as informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks	(i) use resources to review information sources for occupational tasks
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(B) use resources such as informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks	(ii) use resources to apply information sources for occupational tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(C) evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources	(i) evaluate the reliability of information from sources
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(D) reference sources of information	(i) reference sources of information
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(A) prepare oral presentations to provide information for specific purposes and audiences	(i) prepare oral presentations to provide information for specific purposes
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(A) prepare oral presentations to provide information for specific purposes and audiences	(ii) prepare oral presentations to provide information for specific audiences
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(B) identify support materials that will enhance an oral presentation	(i) identify support materials that will enhance an oral presentation
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(C) prepare support materials that will enhance an oral presentation	(i) prepare support materials that will enhance an oral presentation

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(D) deliver an oral presentation that sustains listeners' attention	(i) deliver an oral presentation that sustains listeners' attention
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(E) align presentation strategies to the intended audience	(i) align presentation strategies to the intended audience
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(F) implement multimedia strategies for presentations	(i) implement multimedia strategies for presentations
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(G) use online presentation management technologies to create, edit, transport, and share documents	(i) use online presentation management technologies to create documents
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(G) use online presentation management technologies to create, edit, transport, and share documents	(ii) use online presentation management technologies to edit documents
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(G) use online presentation management technologies to create, edit, transport, and share documents	(iii) use online presentation management technologies to transport documents

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(G) use online presentation management technologies to create, edit, transport, and share documents	(iv) use online presentation management technologies to share documents
(6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships	(A) communicate effectively when developing positive customer relationships	(i) communicate effectively when developing positive customer relationships
(7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:	(A) recognize and apply spreadsheet items such as lookup tables, what-if and built-in functions, macros, and advanced charts, graphs, and functions	(i) recognize spreadsheet items
(7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:	(A) recognize and apply spreadsheet items such as lookup tables, what-if and built-in functions, macros, and advanced charts, graphs, and functions	(ii) apply spreadsheet items
(7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:	(B) create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs	(i) create financial statements
(7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:	(B) create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs	(ii) interpret financial statements
(8) The student follows procedures of advanced data management. The student is expected to:	(A) design a database to solve business problems	(i) design a database to solve business problems

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student follows procedures of advanced data management. The student is expected to:	(B) use advanced functions of database management such as updating queries, creating formulas, using built-in formulas, and creating custom format reports	(i) use advanced functions of database management
(9) The student documents technical knowledge and skills. The student is expected to:	(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher	(i) prepare a professional electronic portfolio that includes attainment of technical skill competencies
(9) The student documents technical knowledge and skills. The student is expected to:	(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher	(ii) prepare a professional electronic portfolio that includes licensures or certifications

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(iii) prepare a professional electronic portfolio that includes recognitions</p>
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(iv) prepare a professional electronic portfolio that includes awards</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(v) prepare a professional electronic portfolio that includes scholarships</p>
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(vi) prepare a professional electronic portfolio that includes extended learning experiences</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(vii) prepare a professional electronic portfolio that includes [a] sample letter of application</p>
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(viii) prepare a professional electronic portfolio that includes [an] abstract of key points of accomplishments</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(ix) prepare a professional electronic portfolio that includes [a] resume</p>
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(x) prepare a professional electronic portfolio that includes samples of work</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher</p>	<p>(xi) prepare a professional electronic portfolio that includes [an] evaluation from a teacher</p>
<p>(9) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(B) present the portfolio to interested stakeholders</p>	<p>(i) present the portfolio to interested stakeholders</p>

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.138. Business Lab (One Credit)
<p>(a) General Requirements. This course is recommended for students in Grades 9-12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification. Corequisite: any course in the Business Management and Administration Career Cluster. Recommended corequisite: Business Information Management I or Business Information Management II. This course must be taken concurrently with a corequisite course from the Business Management and Administration Career Cluster and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Business Lab is designed to provide students an opportunity to further enhance skills of previously studied knowledge and skills and may be used as an extension of Business Information Management I or Business Information Management II; it is a recommended corequisite course, and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those that contain the phrase "such as" are intended as possible illustrative samples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(G) pursue appropriate licensing, certification, and/or credentialing requirements relevant to the business field	(i) pursue appropriate licensing, certification, and/or credentialing requirements relevant to the business field
(2) The student develops an elevated aptitude for the essential skills listed for the recommended corequisite course(s). The student is expected to	(A) demonstrate deeper understanding of related course requirements	(i) demonstrate deeper understanding of related course requirements

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student develops an elevated aptitude for the essential skills listed for the recommended corequisite course(s). The student is expected to	(B) develop mastery of hands-on skills at an industry accepted standard	(i) develop mastery of hands-on skills at an industry accepted standard
(2) The student develops an elevated aptitude for the essential skills listed for the recommended corequisite course(s). The student is expected to	(C) exhibit progress towards achieving industry recognized documentation of specific expertise in a business field or skill	(i) exhibit progress towards achieving industry recognized documentation of specific expertise in a business field or skill

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.139. Business Management (One Credit)
(a) General Requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(i) explain management functions, including planning
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(ii) explain management functions, including organizing
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(iii) explain management functions, including staffing
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(iv) explain management functions, including leading
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(v) explain management functions, including controlling

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates an understanding of the management concept. The student is expected to	(C) define the management pyramid	(i) define the management pyramid
(2) The student demonstrates an understanding of the management concept. The student is expected to	(D) define the role of management	(i) define the role of management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(E) explain the history and evolution of management	(i) explain the history of management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(E) explain the history and evolution of management	(ii) explain the evolution of management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	(i) identify the external environmental factors that influence management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	(ii) identify the internal environmental factors that influence management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(I) define social responsibility	(i) define social responsibility

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates an understanding of the management concept. The student is expected to	(J) explain how socially responsible management policies are initiated and implemented	(i) explain how socially responsible management policies are initiated
(2) The student demonstrates an understanding of the management concept. The student is expected to	(J) explain how socially responsible management policies are initiated and implemented	(ii) explain how socially responsible management policies are implemented
(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	(i) research contemporary cases dealing with ethics using appropriate online technology
(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	(ii) research contemporary cases dealing with social responsibility using appropriate online technology
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(C) define types of planning such as marketing, financial, and organizational	(i) define types of planning

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(i) identify steps of the management decision-making process, including identifying the problem or opportunity</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(ii) identify steps of the management decision-making process, including gathering relevant information or data</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(iii) identify steps of the management decision-making process, including determining alternative courses of action</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(iv) identify steps of the management decision-making process, including evaluating each alternative</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(v) identify steps of the management decision-making process, including computing an optimal decision</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(vi) identify steps of the management decision-making process, including implementing the chosen course of action</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(vii) identify steps of the management decision-making process, including evaluating the decision feedback and determining if any changes are necessary
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(E) determine competitive advantage	(i) determine competitive advantage
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(F) establish organizational strategy	(i) establish organizational strategy
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(G) determine innovative strategies	(i) determine innovative strategies
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(H) identify the need for change	(i) identify the need for change

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(I) define global management	(i) define global management
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(J) explain how the organization will function in a global environment	(i) explain how the organization will function in a global environment
(4) The student recognizes the importance of organizations. The student is expected to:	(A) explain how to design an adaptive organization	(i) explain how to design an adaptive organization
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(i) define the concepts of departmentalization
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(ii) define the methods of departmentalization
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(iii) define the types of departmentalization
(4) The student recognizes the importance of organizations. The student is expected to:	(C) define the chain of command	(i) define the chain of command
(4) The student recognizes the importance of organizations. The student is expected to:	(D) explain line authority	(i) explain line authority

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student recognizes the importance of organizations. The student is expected to:	(E) define staff authority	(i) define staff authority
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(i) explain the advantages of different types of organizations, including line
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(ii) explain the advantages of different types of organizations, including line and staff
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(iii) explain the advantages of different types of organizations, including matrix
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(iv) explain the disadvantages of different types of organizations, including line
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(v) explain the disadvantages of different types of organizations, including line and staff
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(vi) explain the disadvantages of different types of organizations, including matrix

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student recognizes the importance of organizations. The student is expected to:	(G) define delegation in a management context	(i) define delegation in a management context
(4) The student recognizes the importance of organizations. The student is expected to:	(H) compare and contrast centralized and decentralized organizations	(i) compare and contrast centralized and decentralized organizations
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork
(4) The student recognizes the importance of organizations. The student is expected to:	(J) define span of control or span of management	(i) define span of control or span of management
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues
(5) The student explains the role of staffing within an organization. The student is expected to:	(B) explain or define the major federal employment laws	(i) explain or define the major federal employment laws
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(i) define adverse impact
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(ii) define employment discrimination

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explains the role of staffing within an organization. The student is expected to:	(D) identify sexual harassment in the workplace	(i) identify sexual harassment in the workplace
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees
(5) The student explains the role of staffing within an organization. The student is expected to:	(F) define the selection process for new employees	(i) define the selection process for new employees
(5) The student explains the role of staffing within an organization. The student is expected to:	(G) explain the types of training needed for newly hired employees	(i) explain the types of training needed for newly hired employees
(5) The student explains the role of staffing within an organization. The student is expected to:	(H) define professional development in terms of current employees	(i) define professional development in terms of current employees
(5) The student explains the role of staffing within an organization. The student is expected to:	(I) explain employee compensation in a competitive environment	(i) explain employee compensation in a competitive environment
(5) The student explains the role of staffing within an organization. The student is expected to:	(J) define the potential need for downsizing	(i) define the potential need for downsizing
(5) The student explains the role of staffing within an organization. The student is expected to:	(K) rationalize the costs of employee turnover and what can be done to reduce turnover rate	(i) rationalize the costs of employee turnover
(5) The student explains the role of staffing within an organization. The student is expected to:	(K) rationalize the costs of employee turnover and what can be done to reduce turnover rate	(i) rationalize what can be done to reduce turnover rate

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(i) explain the need of a diverse workforce
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(ii) explain the benefits of a diverse workforce
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(i) research contemporary cases addressing recruitment using appropriate online resources
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(ii) research contemporary cases addressing downsizing using appropriate online resources
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(iii) research contemporary cases addressing diversity using appropriate online resources
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation
(6) The student demonstrates the qualities of leadership. The student is expected to:	(B) distinguish between extrinsic and intrinsic rewards	(i) distinguish between extrinsic and intrinsic rewards
(6) The student demonstrates the qualities of leadership. The student is expected to:	(C) explain how to address real or perceived inequities in the workplace	(i) explain how to address real or perceived inequities in the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates the qualities of leadership. The student is expected to:	(D) define the Expectancy Theory	(i) define the Expectancy Theory
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(i) explain how rewards affect motivation
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(ii) explain how goals affect motivation
(6) The student demonstrates the qualities of leadership. The student is expected to:	(F) compare a leader to a manager	(i) compare a leader to a manager
(6) The student demonstrates the qualities of leadership. The student is expected to:	(G) explain the roles of a leader	(i) explain the roles of a leader
(6) The student demonstrates the qualities of leadership. The student is expected to:	(H) explain the traits of an effective leader	(i) explain the traits of an effective leader
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(i) define the different styles of leadership, including autocratic
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(ii) define the different styles of leadership, including democratic
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(iii) define the different styles of leadership, including free rein

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates the qualities of leadership. The student is expected to:	(J) explain when each style of leadership is appropriate	(i) explain when each style of leadership is appropriate
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process
(6) The student demonstrates the qualities of leadership. The student is expected to:	(L) explain the concept of employee perception	(i) explain the concept of employee perception
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization
(7) The student understands the necessity of the control process. The student is expected to:	(A) examine the control process	(i) examine the control process
(7) The student understands the necessity of the control process. The student is expected to:	(B) illustrate the five primary control methods	(i) illustrate the five primary control methods
(7) The student understands the necessity of the control process. The student is expected to:	(C) explain the importance of quality control	(i) explain the importance of quality control

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands the necessity of the control process. The student is expected to:	(D) define the strategic importance of management information	(i) define the strategic importance of management information
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(i) develop the importance of gathering information
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(ii) develop the importance of sharing information
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(i) explain the importance of managing for productivity
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(ii) explain the importance of managing for growth
(7) The student understands the necessity of the control process. The student is expected to:	(G) define the quality-related characteristics for products	(i) define the quality-related characteristics for products
(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000	(i) explain International Standards Organization (ISO) standards, including ISO 9000
(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000	(ii) explain International Standards Organization (ISO) standards, including ISO 14000
(7) The student understands the necessity of the control process. The student is expected to:	(I) define the quality-related characteristics for services	(i) define the quality-related characteristics for services

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands the necessity of the control process. The student is expected to:	(J) explain the Baldrige National Quality Award	(i) explain the Baldrige National Quality Award
(7) The student understands the necessity of the control process. The student is expected to:	(K) explain the Deming Award	(i) explain the Deming Award
(7) The student understands the necessity of the control process. The student is expected to:	(L) research and critique recent winners of the Baldrige award using appropriate online technology	(i) research recent winners of the Baldrige award using appropriate online technology
(7) The student understands the necessity of the control process. The student is expected to:	(L) research and critique recent winners of the Baldrige award using appropriate online technology	(ii) critique recent winners of the Baldrige award using appropriate online technology
(7) The student understands the necessity of the control process. The student is expected to:	(M) research and critique recent winners of the Deming award using appropriate online technology	(i) research recent winners of the Deming award using appropriate online technology
(7) The student understands the necessity of the control process. The student is expected to:	(M) research and critique recent winners of the Deming award using appropriate online technology	(ii) critique recent winners of the Deming award using appropriate online technology
(7) The student understands the necessity of the control process. The student is expected to:	(N) define Total Quality Management	(i) define Total Quality Management
(7) The student understands the necessity of the control process. The student is expected to:	(O) explain service operations	(i) explain service operations

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands the necessity of the control process. The student is expected to:	(P) develop a service quality standards instrument such as a customer satisfaction survey or SERVQUAL survey	(i) develop a service quality standards instrument
(7) The student understands the necessity of the control process. The student is expected to:	(Q) analyze manufacturing operations	(i) analyze manufacturing operations
(7) The student understands the necessity of the control process. The student is expected to:	(R) define inventory in the management context	(i) define inventory in the management context
(7) The student understands the necessity of the control process. The student is expected to:	(S) explain the fiscal importance of controlling inventory	(i) explain the fiscal importance of controlling inventory
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(i) recognize personal biases
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(ii) recognize stereotypes
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(D) participate in leadership activities	(i) participate in leadership activities
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(E) participate in career development activities	(i) participate in career development activities
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(F) assess personal strengths and weaknesses	(i) assess personal strengths

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(F) assess personal strengths and weaknesses	(ii) assess personal weaknesses
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(G) develop personal traits and behaviors to foster career advancement	(i) develop personal traits to foster career advancement
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(G) develop personal traits and behaviors to foster career advancement	(ii) develop personal behaviors to foster career advancement
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(A) initiate a project, which includes identifying resources needed for a project	(i) initiate a project, which includes identifying resources needed for a project
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(B) develop a project plan	(i) develop a project plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(C) execute a project	(i) execute a project
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	(i) monitor a project

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	(ii) control a project
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(E) close a project	(i) close a project

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.140. Global Business (One-Half Credit)
(a) General Requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one-half credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(A) define global business	(i) define global business
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(B) explain the advantages of specialization	(i) explain the advantages of specialization
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(C) identify the concept of comparative advantage	(i) identify the concept of comparative advantage
(2) The student analyzes the theories of global trade and investments. The student is expected to:	(D) distinguish between portfolio investment and direct investment	(i) distinguish between portfolio investment and direct investment
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(A) describe the role of the International Monetary Fund	(i) describe the role of the International Monetary Fund

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(B) argue for and against floating exchange rates	(i) argue for floating exchange rates
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(B) argue for and against floating exchange rates	(ii) argue against floating exchange rates
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(C) argue for and against fixed exchange rates	(i) argue for fixed exchange rates
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(C) argue for and against fixed exchange rates	(ii) argue against fixed exchange rates
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(D) explain the impact of the common European currency	(i) explain the impact of the common European currency
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(E) calculate foreign exchange rates	(i) calculate foreign exchange rates
(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:	(F) research cases dealing with global exchange using appropriate online technology	(i) research cases dealing with global exchange using appropriate online technology

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies the importance of international financial markets. The student is expected to:	(A) explain how a foreign exchange market functions	(i) explain how a foreign exchange market functions
(4) The student identifies the importance of international financial markets. The student is expected to:	(B) identify the economic factors that influence exchange rates and explain how these factors work	(i) identify the economic factors that influence exchange rates
(4) The student identifies the importance of international financial markets. The student is expected to:	(B) identify the economic factors that influence exchange rates and explain how these factors work	(ii) explain how these [economic] factors work
(4) The student identifies the importance of international financial markets. The student is expected to:	(C) differentiate between alternative strategies of global banking	(i) differentiate between alternative strategies of global banking
(5) The student examines various levels of economic integration among foreign countries. The student is expected to:	(A) identify the different levels of economic integration	(i) identify the different levels of economic integration
(5) The student examines various levels of economic integration among foreign countries. The student is expected to:	(B) explain the various arguments surrounding economic integration	(i) explain the various arguments surrounding economic integration
(5) The student examines various levels of economic integration among foreign countries. The student is expected to:	(C) describe the organization of the European community	(i) describe the organization of the European community

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(A) understand the role of foreign aid in global trade and investment	(i) understand the role of foreign aid in global trade
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(A) understand the role of foreign aid in global trade and investment	(ii) understand the role of foreign aid in global investment
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(B) explain the goals of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement	(i) explain the goals of the General Agreement on Tariffs and Trade
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(B) explain the goals of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement	(ii) explain the goals of the North American Free Trade Agreement
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(C) identify the major ways in which imports are being restricted and describe reasons for controlling exports	(i) identify the major ways in which imports are being restricted
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(C) identify the major ways in which imports are being restricted and describe reasons for controlling exports	(ii) describe reasons for controlling exports
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(D) research cases and issues on global trade using appropriate online technology	(i) research cases on global trade using appropriate online technology

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the importance of different trade and trade investment policies. The student is expected to:	(D) research cases and issues on global trade using appropriate online technology	(ii) research issues on global trade using appropriate online technology
(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:	(A) describe the reasoning behind the regulation of global business behavior	(i) describe the reasoning behind the regulation of global business behavior
(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:	(B) analyze the Foreign Corrupt Practices Act	(i) analyze the Foreign Corrupt Practices Act
(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:	(C) discuss the role of international law in the conduct of global business	(i) discuss the role of international law in the conduct of global business
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(A) explain the role of culture in global business	(i) explain the role of culture in global business
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(B) identify various elements of culture	(i) identify various elements of culture
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(C) suggest ways for managers to understand and deal with cultural diversity	(i) suggest ways for managers to understand cultural diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:	(C) suggest ways for managers to understand and deal with cultural diversity	(ii) suggest ways for managers to deal with cultural diversity
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(A) describe the rise of global linkages in global business	(i) describe the rise of global linkages in global business
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(B) describe the position of the United States in global trade	(i) describe the position of the United States in global trade
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(C) list advantages and problem areas for U.S. firms wanting to enter global business	(i) list advantages for U.S. firms wanting to enter global business
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(C) list advantages and problem areas for U.S. firms wanting to enter global business	(ii) list problem areas for U.S. firms wanting to enter global business
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(D) research current cases on imports, exports, and balance of trade using appropriate online technology	(i) research current cases on imports using appropriate online technology
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(D) research current cases on imports, exports, and balance of trade using appropriate online technology	(ii) research current cases on exports using appropriate online technology

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(D) research current cases on imports, exports, and balance of trade using appropriate online technology	(iii) research current cases on balance of trade using appropriate online technology
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(E) relate effects of copyrights and trademarks and intellectual property rights on global business	(i) relate effects of copyrights on global business
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(E) relate effects of copyrights and trademarks and intellectual property rights on global business	(ii) relate effects of trademarks on global business
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(E) relate effects of copyrights and trademarks and intellectual property rights on global business	(iii) relate effects of intellectual property rights on global business
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(F) identify advertising media used in foreign markets such as newspaper, radio, television, Internet, and magazine	(i) identify advertising media used in foreign markets
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(G) define fair trade	(i) define fair trade
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(H) describe benefits of fair trade domestically and internationally	(i) describe benefits of fair trade domestically

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates the process in implementing a global operation. The student is expected to:	(H) describe benefits of fair trade domestically and internationally	(ii) describe benefits of fair trade internationally
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(A) define global logistics	(i) define global logistics
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(B) distinguish between materials management and physical distribution	(i) distinguish between materials management and physical distribution
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(C) list the factors that influence the selection of particular transportation modes	(i) list the factors that influence the selection of particular transportation modes
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(D) describe the usefulness of free trade zones	(i) describe the usefulness of free trade zones
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(E) research free trade zones locally and statewide using appropriate online technology	(i) research free trade zones locally using appropriate online technology
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(E) research free trade zones locally and statewide using appropriate online technology	(ii) research free trade zones statewide using appropriate online technology

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business	(i) relate the effects of geography on global business
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business	(ii) relate the effects of time zones on global business
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business	(iii) relate the effects of work days on global business
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business	(iv) relate the effects of resources on global business
(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:	(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business	(v) relate the effects of natural harbors on global business
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(A) discuss the procedure by which a foreign target market is selected	(i) discuss the procedure by which a foreign target market is selected
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(B) determine the pricing strategy for export items	(i) determine the pricing strategy for export items

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(C) identify various data-based analytical techniques available for estimating market potential	(i) identify various data-based analytical techniques available for estimating market potential
(11) The student identifies different strategies for exporting in the global market. The student is expected to:	(D) evaluate the reasons behind the need to standardize or to adapt the marketing mix	(i) evaluate the reasons behind the need to standardize or to adapt the marketing mix
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(A) explain the objectives of human resource management in a global firm	(i) explain the objectives of human resource management in a global firm
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(B) describe how the human resources function changes as a firm goes global	(i) describe how the human resources function changes as a firm goes global
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(C) identify sources of recruitment for staffing positions abroad	(i) identify sources of recruitment for staffing positions abroad
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(D) describe differences and similarities of training employees in different countries	(i) describe differences of training employees in different countries
(12) The student identifies the functional changes in process with global human resource management. The student is expected to:	(D) describe differences and similarities of training employees in different countries	(ii) describe similarities of training employees in different countries

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(A) assess personal global marketability	(i) assess personal global marketability
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(B) identify appropriate employment opportunities abroad	(i) identify appropriate employment opportunities abroad
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(C) evaluate global employment options such as salaries, benefits, and prerequisites	(i) evaluate global employment options
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(D) generate an orientation manual for people preparing to live and work in a foreign country	(i) generate an orientation manual for people preparing to live in a foreign country
(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:	(D) generate an orientation manual for people preparing to live and work in a foreign country	(ii) generate an orientation manual for people preparing to work in a foreign country
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills with subordinates
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal involving situations with supervisors
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal and team-building skills involving situations with subordinates
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(vii) identify effective team-building skills involving situations with coworkers

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(viii) identify effective team-building skills involving situations with supervisors
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(ix) identify effective team-building skills involving situations with subordinates
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(x) practice effective team-building skills involving situations with coworkers
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(xi) practice effective team-building skills involving situations with supervisors
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(xii) practice effective team-building skills involving situations with subordinates
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(B) participate in leadership and career development activities	(i) participate in leadership activities

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(B) participate in leadership and career development activities	(ii) participate in career development activities

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.141. Virtual Business (One-Half Credit)
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Touch System Data Entry. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. The student will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(A) identify the nature, history, and duties of a virtual business office	(i) identify the nature of a virtual business office
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(A) identify the nature, history, and duties of a virtual business office	(ii) identify the history of a virtual business office
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(A) identify the nature, history, and duties of a virtual business office	(iii) identify the duties of a virtual business office
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(B) list benefits afforded to virtual business clients	(i) list benefits afforded to virtual business clients

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(C) assess personality characteristics to determine suitability for being a self-employed virtual business office employee	(i) assess personality characteristics to determine suitability for being a self-employed virtual business office employee
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(D) inventory skills, interests, strengths, and weaknesses to determine appropriate services to offer	(i) inventory skills to determine appropriate services to offer
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(D) inventory skills, interests, strengths, and weaknesses to determine appropriate services to offer	(ii) inventory interests to determine appropriate services to offer
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(D) inventory skills, interests, strengths, and weaknesses to determine appropriate services to offer	(iii) inventory strengths to determine appropriate services to offer
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(D) inventory skills, interests, strengths, and weaknesses to determine appropriate services to offer	(iv) inventory weaknesses to determine appropriate services to offer
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(i) prepare a business plan including an executive summary

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(ii) prepare a business plan including mission statement
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(iii) prepare a business plan including the long-term goals
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(iv) prepare a business plan including short-term goals
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(v) prepare a business plan including marketing plan
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(vi) prepare a business plan including financial plan
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan	(vii) prepare a business plan including organizational plan

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:	(F) examine global business considerations	(i) examine global business considerations
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(A) create and design a website for a virtual business office	(i) create a website for a virtual business office
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(A) create and design a website for a virtual business office	(ii) design a website for a virtual business office
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(B) describe details of setting up a virtual business office	(i) describe details of setting up a virtual business office
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(C) determine appropriate marketing of a virtual business office	(i) determine appropriate marketing of a virtual business office
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(D) describe steps to successfully market a virtual business office	(i) describe steps to successfully market a virtual business office
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(E) participate in leadership and career development activities	(i) participate in leadership activities

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:	(E) participate in leadership and career development activities	(ii) participate in career development activities
(4) The student develops contracts appropriate for virtual business office services provided. The student is expected to:	(A) research details of setting up a virtual business office	(i) research details of setting up a virtual business office
(4) The student develops contracts appropriate for virtual business office services provided. The student is expected to:	(B) determine particulars of communicating with clients locally and remotely	(i) determine particulars of communicating with clients locally
(4) The student develops contracts appropriate for virtual business office services provided. The student is expected to:	(B) determine particulars of communicating with clients locally and remotely	(ii) determine particulars of communicating with clients remotely
(4) The student develops contracts appropriate for virtual business office services provided. The student is expected to:	(C) set appropriate fees for virtual business office services provided	(i) set appropriate fees for virtual business office services provided
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(A) research pricing and billing practices of a virtual business office	(i) research pricing practices of a virtual business office
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(A) research pricing and billing practices of a virtual business office	(ii) research billing practices of a virtual business office

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(B) research appropriate recordkeeping and tax issues	(i) research appropriate recordkeeping issues
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(B) research appropriate recordkeeping and tax issues	(ii) research tax issues
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(C) apply fundamental bookkeeping skills for a virtual business office	(i) apply fundamental bookkeeping skills for a virtual business office
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(D) define appropriate bookkeeping terminology such as accounts payable, accounts receivable, income, expense, asset, liability, profit, balance sheet, and income statement	(i) define appropriate bookkeeping terminology
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(E) prepare appropriate bookkeeping statements, including basic balance sheet and income statement	(i) prepare appropriate bookkeeping statements including basic balance sheet
(5) The student establishes pricing, billing, and collections procedures. The student is expected to:	(E) prepare appropriate bookkeeping statements, including basic balance sheet and income statement	(ii) prepare appropriate bookkeeping statements including income statement
(6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:	(A) determine local licensing requirements required for a virtual business office	(i) determine local licensing requirements required for a virtual business office
(6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:	(B) set up a virtual business office	(i) set up a virtual business office

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:	(C) research support resources for a virtual business	(i) research support resources for a virtual business
(6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:	(D) describe the advantages and disadvantages of the various forms of legal construction of a virtual business office	(i) describe the advantages of the various forms of legal construction of a virtual business office
(6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:	(D) describe the advantages and disadvantages of the various forms of legal construction of a virtual business office	(ii) describe the disadvantages of the various forms of legal construction of a virtual business office
(7) The student maintains business records to facilitate management. The student is expected to:	(A) describe the nature of business records needs for a virtual business office	(i) describe the nature of business records needs for a virtual business office
(7) The student maintains business records to facilitate management. The student is expected to:	(B) maintain customer records	(i) maintain customer records
(8) The student acquires information to analyze business decision making. The student is expected to:	(A) monitor internal records for business information	(i) monitor internal records for business information
(8) The student acquires information to analyze business decision making. The student is expected to:	(B) conduct an environment scan to obtain business information and interpret statistical findings	(i) conduct an environment scan to obtain business information

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student acquires information to analyze business decision making. The student is expected to:	(B) conduct an environment scan to obtain business information and interpret statistical findings	(ii) interpret statistical findings
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(A) initiate a project, which includes identifying resources needed for a project	(i) initiate a project, which includes identifying resources needed for a project
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(B) develop a project plan	(i) develop a project plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(C) execute a project	(i) execute a project
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project, including coordinating work with that of team members	(i) monitor a project
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project, including coordinating work with that of team members	(ii) control a project, including coordinating work with that of team members
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(E) close a project	(i) close a project

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.142. Human Resources Management (One-Half Credit)
(a) General Requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and global impacts on human resources.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time- management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(A) define the term human resources	(i) define the term human resources
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(B) classify the basic human resources functions such as recruiting, selecting, training, developing, and compensating	(i) classify the basic human resources functions

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(C) explain contemporary issues facing human resources managers such as globalization, diversity, new technologies, knowledge workers, and changing trends in the workplace	(i) explain contemporary issues facing human resources managers
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(D) explain strategies used by contemporary human resources management such as proactive, reactive, downsizing, outsourcing, offshoring, and employee leasing to deal with change	(i) explain strategies used by contemporary human resources management to deal with change
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(E) illustrate how the changing demographic trends in the workplace impact diversity in human resources management	(i) illustrate how the changing demographic trends in the workplace impact diversity in human resources management
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(F) categorize the basic responsibilities of a human resources manager, including advice and counsel, policy formulation and implementation, and employee advocacy	(i) categorize the basic responsibilities of a human resources manager, including advice and counsel
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(F) categorize the basic responsibilities of a human resources manager, including advice and counsel, policy formulation and implementation, and employee advocacy	(ii) categorize the basic responsibilities of a human resources manager, including policy formulation
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(F) categorize the basic responsibilities of a human resources manager, including advice and counsel, policy formulation and implementation, and employee advocacy	(iii) categorize the basic responsibilities of a human resources manager, including policy implementation

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(F) categorize the basic responsibilities of a human resources manager, including advice and counsel, policy formulation and implementation, and employee advocacy	(iv) categorize the basic responsibilities of a human resources manager, including employee advocacy
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(G) explain the basic competencies required of an effective human resources manager, including business mastery, human resources mastery, and personal credibility	(i) explain the basic competencies required of an effective human resources manager, including business mastery
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(G) explain the basic competencies required of an effective human resources manager, including business mastery, human resources mastery, and personal credibility	(ii) explain the basic competencies required of an effective human resources manager, including human resources mastery
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(G) explain the basic competencies required of an effective human resources manager, including business mastery, human resources mastery, and personal credibility	(iii) explain the basic competencies required of an effective human resources manager, including personal credibility
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(H) define the need and proper steps for strategic planning in human resources, such as mission, vision, and values; environmental analysis; internal analysis; strategy formulation; strategy implementation; and evaluation and assessment	(i) define the need for strategic planning in human resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:	(H) define the need and proper steps for strategic planning in human resources, such as mission, vision, and values; environmental analysis; internal analysis; strategy formulation; strategy implementation; and evaluation and assessment	(ii) define the proper steps for strategic planning in human resources
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(A) analyze the major Equal Employment Opportunity laws	(i) analyze the major Equal Employment Opportunity laws
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(B) discuss federal laws and executive orders that influence human resources management	(i) discuss federal laws that influence human resources management
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(B) discuss federal laws and executive orders that influence human resources management	(ii) discuss executive orders that influence human resources management
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(C) explain the importance of establishing and implementing strong policies and procedures for dealing with sexual harassment	(i) explain the importance of establishing strong policies and procedures for dealing with sexual harassment
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(C) explain the importance of establishing and implementing strong policies and procedures for dealing with sexual harassment	(ii) explain the importance of implementing strong policies and procedures for dealing with sexual harassment

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(D) examine the contemporary social and political issues facing human resources such as sexual orientation, immigration reform and control, and Uniform Guidelines on Employee Procedures	(i) examine contemporary social issues facing human resources
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(D) examine the contemporary social and political issues facing human resources such as sexual orientation, immigration reform and control, and Uniform Guidelines on Employee Procedures	(ii) examine contemporary political issues facing human resources
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(E) explain the proper procedures to comply with Equal Employment Opportunity Commission rules and regulations	(i) explain the proper procedures to comply with Equal Employment Opportunity Commission rules and regulations
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(F) analyze the contemporary concepts of job analysis, employee involvement, and flexible work schedules	(i) analyze the contemporary concept of job analysis
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(F) analyze the contemporary concepts of job analysis, employee involvement, and flexible work schedules	(ii) analyze the contemporary concept of employee involvement
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(F) analyze the contemporary concepts of job analysis, employee involvement, and flexible work schedules	(iii) analyze the contemporary concept of flexible work schedules

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(G) create a job description	(i) create a job description
(3) The student understands and explains how to meet human resources requirements. The student is expected to:	(H) research current cases dealing with equal employment using appropriate online technology	(i) research current cases dealing with equal employment using appropriate online technology
(4) The student demonstrates the proper methods and sources of recruitment. The student is expected to:	(A) evaluate the proper methods of recruiting externally	(i) evaluate the proper methods of recruiting externally
(4) The student demonstrates the proper methods and sources of recruitment. The student is expected to:	(B) explain the proper methods of recruiting internally	(i) explain the proper methods of recruiting internally
(4) The student demonstrates the proper methods and sources of recruitment. The student is expected to:	(C) hypothesize how to develop a diverse pool of talent for employment consideration	(i) hypothesize how to develop a diverse pool of talent for employment consideration
(4) The student demonstrates the proper methods and sources of recruitment. The student is expected to:	(D) explain the application of Equal Employment Opportunity Commission guidelines to the recruitment process	(i) explain the application of Equal Employment Opportunity Commission guidelines to the recruitment process
(5) The student demonstrates the proper methods of employee selection. The student is expected to:	(A) explain how to match an applicant to a job using job analysis and a job description	(i) explain how to match an applicant to a job using job analysis

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates the proper methods of employee selection. The student is expected to:	(A) explain how to match an applicant to a job using job analysis and a job description	(ii) explain how to match an applicant to a job using a job description
(5) The student demonstrates the proper methods of employee selection. The student is expected to:	(B) explain the different types of commonly used pre-employment tests such as polygraph tests, honesty and integrity testing, graphology, physical examination, and drug testing	(i) explain the different types of commonly used pre-employment tests
(5) The student demonstrates the proper methods of employee selection. The student is expected to:	(C) clarify the relevant factors that should be considered in conducting a criminal background check	(i) clarify the relevant factors that should be considered in conducting a criminal background check
(5) The student demonstrates the proper methods of employee selection. The student is expected to:	(D) demonstrate the proper methods of conducting pre-employment interviews	(i) demonstrate the proper methods of conducting pre-employment interviews
(6)The student describes the need for training. The student is expected to:	(A) analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis	(i) analyze the information necessary prior to the implementation of any job-related training, including task analysis
(6)The student describes the need for training. The student is expected to:	(A) analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis	(ii) analyze the information necessary prior to the implementation of any job-related training, including person analysis
(6)The student describes the need for training. The student is expected to:	(B) design a training program	(i) design a training program

Knowledge and Skill Statement	Student Expectation	Breakout
(6)The student describes the need for training. The student is expected to:	(C) explain how to implement a training program	(i) explain how to implement a training program
(6)The student describes the need for training. The student is expected to:	(D) evaluate a training program	(i) evaluate a training program
(6)The student describes the need for training. The student is expected to:	(E) illustrate the necessity for new employee orientation and the topics that should be covered	(i) illustrate the necessity for new employee orientation
(6)The student describes the need for training. The student is expected to:	(E) illustrate the necessity for new employee orientation and the topics that should be covered	(i) illustrate the topics that should be covered [for new employee orientation]
(6)The student describes the need for training. The student is expected to:	(F) explain the concept of on-the-job training and other forms of skills training	(i) explain the concept of on-the-job training
(6)The student describes the need for training. The student is expected to:	(F) explain the concept of on-the-job training and other forms of skills training	(ii) explain the concept of other forms of skills training
(6)The student describes the need for training. The student is expected to:	(G) understand the need for training newly hired employees in proper Equal Employment Opportunity Commission rules and procedures including training on sexual harassment	(i) understand the need for training newly hired employees in proper Equal Employment Opportunity Commission rules including training on sexual harassment

Knowledge and Skill Statement	Student Expectation	Breakout
(6)The student describes the need for training. The student is expected to:	(G) understand the need for training newly hired employees in proper Equal Employment Opportunity Commission rules and procedures including training on sexual harassment	(ii) understand the need for training newly hired employees in proper Equal Employment Opportunity Commission procedures including training on sexual harassment
(7) The student describes the need to develop and evaluate employees. The student is expected to:	(A) explain why employees often need additional training such as learning new skills and technologies and complying with new laws and regulations	(i) explain why employees often need additional training
(7) The student describes the need to develop and evaluate employees. The student is expected to:	(B) construct an employee appraisal program that complies with all applicable laws	(i) construct an employee appraisal program that complies with all applicable laws
(7) The student describes the need to develop and evaluate employees. The student is expected to:	(C) explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates	(i) explain who should evaluate employees, including supervisors and managers
(7) The student describes the need to develop and evaluate employees. The student is expected to:	(C) explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates	(ii) explain who should evaluate employees, including peers
(7) The student describes the need to develop and evaluate employees. The student is expected to:	(C) explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates	(iii) explain who should evaluate employees, including customers or clients
(7) The student describes the need to develop and evaluate employees. The student is expected to:	(C) explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates	(iv) explain who should evaluate employees, including subordinates

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student describes how to implement a compensation program. The student is expected to:	(A) interpret the basis of compensation and how it meets with organizational objectives	(i) interpret the basis of compensation
(8) The student describes how to implement a compensation program. The student is expected to:	(A) interpret the basis of compensation and how it meets with organizational objectives	(ii) interpret how [compensation] meets with organizational objectives
(8) The student describes how to implement a compensation program. The student is expected to:	(B) explain the factors that influence the pay and benefits system	(i) explain the factors that influence the pay system
(8) The student describes how to implement a compensation program. The student is expected to:	(B) explain the factors that influence the pay and benefits system	(ii) explain the factors that influence the benefits system
(8) The student describes how to implement a compensation program. The student is expected to:	(C) summarize pay for performance, commission, and piece-rate systems	(i) summarize pay for performance systems
(8) The student describes how to implement a compensation program. The student is expected to:	(C) summarize pay for performance, commission, and piece-rate systems	(ii) summarize pay for commission systems
(8) The student describes how to implement a compensation program. The student is expected to:	(C) summarize pay for performance, commission, and piece-rate systems	(iii) summarize pay for piece-rate systems

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student describes how to implement a compensation program. The student is expected to:	(D) explain how to perform a wage and salary survey	(i) explain how to perform a wage and salary survey
(8) The student describes how to implement a compensation program. The student is expected to:	(E) interpret competence-based pay	(i) interpret competence-based pay
(8) The student describes how to implement a compensation program. The student is expected to:	(F) understand the major federal regulations that influence employee compensation, including Davis-Bacon Act, Walsh-Healy Act, and Fair Labor Standards Act	(i) understand the major federal regulations that influence employee compensation, including Davis-Bacon Act
(8) The student describes how to implement a compensation program. The student is expected to:	(F) understand the major federal regulations that influence employee compensation, including: Davis-Bacon Act, Walsh-Healy Act, and Fair Labor Standards Act	(ii) understand the major federal regulations that influence employee compensation, including Walsh-Healy Act
(8) The student describes how to implement a compensation program. The student is expected to:	(F) understand the major federal regulations that influence employee compensation, including: Davis-Bacon Act, Walsh-Healy Act, and Fair Labor Standards Act	(iii) understand the major federal regulations that influence employee compensation, including Fair Labor Standards Act
(8) The student describes how to implement a compensation program. The student is expected to:	(G) identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compensation, comparable worth, low salary budgets, and employee stock ownership plans	(i) identify some of the contemporary issues regarding compensation, including equal pay

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student describes how to implement a compensation program. The student is expected to:	(G) identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compensation, comparable worth, low salary budgets, and employee stock ownership plans.	(ii) identify some of the contemporary issues regarding compensation, including wage-rate compensation
(8) The student describes how to implement a compensation program. The student is expected to:	(G) identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compensation, comparable worth, low salary budgets, and employee stock ownership plans.	(iii) identify some of the contemporary issues regarding compensation, including comparable worth
(8) The student describes how to implement a compensation program. The student is expected to:	(G) identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compensation, comparable worth, low salary budgets, and employee stock ownership plans	(iv) identify some of the contemporary issues regarding compensation, including low salary budgets
(8) The student describes how to implement a compensation program. The student is expected to:	(G) identify some of the contemporary issues regarding compensation, including equal pay, wage-rate compensation, comparable worth, low salary budgets, and employee stock ownership plans	(v) identify some of the contemporary issues regarding compensation, including employee stock ownership plans.
(8) The student describes how to implement a compensation program. The student is expected to:	(H) explain pay for performance incentives such as bonuses, merit pay, profit sharing, recognition, and stock options	(i) explain pay for performance incentives
(8) The student describes how to implement a compensation program. The student is expected to:	(I) explain the ethical and public relations issues regarding executive compensation	(i) explain the ethical issues regarding executive compensation

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student describes how to implement a compensation program. The student is expected to:	(I) explain the ethical and public relations issues regarding executive compensation	(ii) explain the public relations issues regarding executive compensation
(8) The student describes how to implement a compensation program. The student is expected to:	(J) research contemporary cases dealing with executive compensation using appropriate online technology	(i) research contemporary cases dealing with executive compensation using appropriate online technology
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act	(i) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act	(ii) explain the federally mandated benefits, including Federal Unemployment Tax Act
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act	(iii) explain the federally mandated benefits, including workers' compensation

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act	(iv) explain the federally mandated benefits, including Consolidated Omnibus Budget Reconciliation Act
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act	(v) explain the federally mandated benefits, including Family and Medical Leave Act
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(A) explain the federally mandated benefits, including Federal Insurance Contributions Act Tax, Federal Unemployment Tax Act, workers' compensation, Consolidated Omnibus Budget Reconciliation Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act	(vi) explain the federally mandated benefits, including Older Workers Benefit Protection Act
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(B) summarize the major discretionary benefits such as healthcare, payment for time not worked, holidays, vacation, sick leave, personal days off, supplemental unemployment benefits, life insurance, long-term care insurance, retirement, pension plans, and thrift plans	(i) summarize the major discretionary benefits

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:	(C) explain the ancillary services sometimes offered to employees such as employee assistance plans, personal counseling, child and elder care, credit unions, cafeterias, employee discounts, legal services, and recreation and health clubs	(i) explain the ancillary services sometimes offered to employees
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(A) interpret the Occupational Safety and Health Act	(i) interpret the Occupational Safety and Health Act
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(B) explain the right-to-know laws	(i) explain the right-to-know laws
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(C) construct a program promoting safety awareness	(i) construct a program promoting safety awareness
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(D) explain the necessity of enforcing workplace safety rules	(i) explain the necessity of enforcing workplace safety rules
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(E) explain the processes for recording and investigating workplace accidents	(i) explain the processes for recording workplace accidents
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(E) explain the processes for recording and investigating workplace accidents	(ii) explain the processes for investigating workplace accidents

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(F) demonstrate what can be done to prevent or address workplace violence	(i) demonstrate what can be done to prevent or address workplace violence
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(G) explain what can be done to address employee stresses in the workplace	(i) explain what can be done to address employee stresses in the workplace
(10) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:	(H) research contemporary cases addressing workplace violence using appropriate online technology	(i) research contemporary cases addressing workplace violence using appropriate online technology
(11) The student discusses employee-management relations. The student is expected to:	(A) explain employee rights versus employer responsibilities	(i) explain employee rights versus employer responsibilities
(11) The student discusses employee-management relations. The student is expected to:	(B) describe how to implement disciplinary policies and procedures	(i) describe how to implement disciplinary policies and procedures
(11) The student discusses employee-management relations. The student is expected to:	(C) identify the proper methods of discharging employees	(i) identify the proper methods of discharging employees
(11) The student discusses employee-management relations. The student is expected to:	(D) define the concept of Alternative Dispute Resolution	(i) define the concept of Alternative Dispute Resolution

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student discusses employee-management relations. The student is expected to:	(E) summarize the major federal labor relations laws, including: Railway Labor Act, Norris-LaGuardia Act, Wagner Act, and Landrum-Griffin Act	(i) summarize the major federal labor relations laws, including Railway Labor Act
(11) The student discusses employee-management relations. The student is expected to:	(E) summarize the major federal labor relations laws, including: Railway Labor Act, Norris-LaGuardia Act, Wagner Act, and Landrum-Griffin Act	(ii) summarize the major federal labor relations laws, including Norris-LaGuardia Act
(11) The student discusses employee-management relations. The student is expected to:	(E) summarize the major federal labor relations laws, including: Railway Labor Act, Norris-LaGuardia Act, Wagner Act, and Landrum-Griffin Act	(iii) summarize the major federal labor relations laws, including Wagner Act
(11) The student discusses employee-management relations. The student is expected to:	(E) summarize the major federal labor relations laws, including: Railway Labor Act, Norris-LaGuardia Act, Wagner Act, and Landrum-Griffin Act	(iv) summarize the major federal labor relations laws, including Landrum-Griffin Act
(11) The student discusses employee-management relations. The student is expected to:	(F) describe the reasons why employees unionize	(i) describe the reasons why employees unionize
(11) The student discusses employee-management relations. The student is expected to:	(G) explain what employers can and cannot do during the unionization process	(i) explain what employers can do during the unionization process

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student discusses employee-management relations. The student is expected to:	(G) explain what employers can and cannot do during the unionization process	(ii) explain what employers cannot do during the unionization process
(11) The student discusses employee-management relations. The student is expected to:	(H) explain the structure and functions of a union	(i) explain the structure of a union
(11) The student discusses employee-management relations. The student is expected to:	(H) explain the structure and functions of a union	(ii) explain the functions of a union
(11) The student discusses employee-management relations. The student is expected to:	(I) discuss the major union organizations such as AFL-CIO, national unions, local unions, and international unions	(i) discuss the major union organizations
(11) The student discusses employee-management relations. The student is expected to:	(J) summarize the collective bargaining process and the issues typically negotiated, such as wages, hours, and working conditions	(i) summarize the collective bargaining process
(11) The student discusses employee-management relations. The student is expected to:	(J) summarize the collective bargaining process and the issues typically negotiated, such as wages, hours, and working conditions	(ii) summarize the issues typically negotiated [during the collective bargaining process]
(11) The student discusses employee-management relations. The student is expected to:	(K) explain a typical grievance procedure	(i) explain a typical grievance procedure

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student discusses employee-management relations. The student is expected to:	(L) define grievance arbitration	(i) define grievance arbitration
(11) The student discusses employee-management relations. The student is expected to:	(M) explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status	(i) explain the contemporary challenges facing labor organizations and unions, including foreign competition
(11) The student discusses employee-management relations. The student is expected to:	(M) explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status	(ii) explain the contemporary challenges facing labor organizations and unions, including technological change
(11) The student discusses employee-management relations. The student is expected to:	(M) explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status	(iii) explain the contemporary challenges facing labor organizations and unions, including decline in union membership

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student discusses employee-management relations. The student is expected to:	(M) explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status	(iv) explain the contemporary challenges facing labor organizations and unions, including employers' focus on maintaining good working conditions to maintain non-union status
(11) The student discusses employee-management relations. The student is expected to:	(N) research contemporary cases on labor relations using appropriate online technology	(i) research contemporary cases on labor relations using appropriate online technology
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(A) explain international human resources issues	(i) explain international human resources issues
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(B) identify the issues associated with recruiting and selecting employees internationally	(i) identify the issues associated with recruiting employees internationally
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(B) identify the issues associated with recruiting and selecting employees internationally	(ii) identify the issues associated with selecting employees internationally
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(C) discuss how to deal with compensation issues in a host country environment	(i) discuss how to deal with compensation issues in a host country environment

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(D) identify the problems and solutions for addressing international employee evaluations and appraisals	(i) identify the problems for addressing international employee evaluations and appraisals
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(D) identify the problems and solutions for addressing international employee evaluations and appraisals	(ii) identify the solutions for addressing international employee evaluations and appraisals
(12) The student analyzes the future global considerations impacting human resources. The student is expected to:	(E) explain the international organized labor environment	(i) explain the international organized labor environment
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) identify effective team-building skills involving situations with coworkers
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(v) identify effective team-building skills involving situations with supervisors
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) identify effective team-building skills involving situations with subordinates
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(vii) practice effective interpersonal skills involving situations with coworkers
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(viii) practice effective interpersonal skills involving situations with supervisors
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(ix) practice effective interpersonal skills involving situations with subordinates

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(x) practice effective team-building skills involving situations with coworkers
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(xi) practice effective team-building skills involving situations with supervisors
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates	(xii) practice effective team-building skills involving situations with subordinates
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(B) participate in leadership and career development activities	(i) participate in leadership activities
(13) The student knows self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:	(B) participate in leadership and career development activities	(ii) participate in career development activities

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.143. Practicum in Business Management (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Touch System Data Entry and Business Management or Business Information Management II. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(A) assess personal marketability	(i) assess personal marketability
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(B) practice job-search strategies, including: (i) write a letter of application; (ii) prepare a resume; (iii) use networking techniques to identify employment opportunities; and (iv) complete a job application	(i) practice job-search strategies, including write a letter of application
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(B) practice job-search strategies, including: (i) write a letter of application; (ii) prepare a resume; (iii) use networking techniques to identify employment opportunities; and (iv) complete a job application	(ii) practice job-search strategies, including prepare a resume

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(B) practice job-search strategies, including: (i) write a letter of application; (ii) prepare a resume; (iii) use networking techniques to identify employment opportunities; and (iv) complete a job application	(iii) practice job-search strategies, including use networking techniques to identify employment opportunities
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(B) practice job-search strategies, including: (i) write a letter of application; (ii) prepare a resume; (iii) use networking techniques to identify employment opportunities; and (iv) complete a job application	(iv) practice job-search strategies, including complete a job application
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(C) demonstrate proper interview techniques and professional dress and appearance	(i) demonstrate proper interview techniques
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(C) demonstrate proper interview techniques and professional dress and appearance	(ii) demonstrate professional dress
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(C) demonstrate proper interview techniques and professional dress and appearance	(iii) demonstrate professional appearance
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(D) interview for a job, performing proper interview techniques and modeling professional dress and appearance	(i) interview for a job, performing proper interview techniques

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(D) interview for a job, performing proper interview techniques and modeling professional dress and appearance	(ii) interview for a job, modeling professional dress
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(D) interview for a job, performing proper interview techniques and modeling professional dress and appearance	(iii) interview for a job, modeling professional appearance
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(E) practice appropriate follow-up etiquette procedures, including (i) write a thank you note; and (ii) write a follow-up letter after a job interview	(i) practice appropriate follow-up etiquette procedures, including write a thank you note
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(E) practice appropriate follow-up etiquette procedures, including (i) write a thank you note; and (ii) write a follow-up letter after a job interview	(ii) practice appropriate follow-up etiquette procedures, including write a follow-up letter after a job interview
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(F) identify skills and attributes necessary for professional advancement	(i) identify skills necessary for professional advancement
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(F) identify skills and attributes necessary for professional advancement	(ii) identify attributes necessary for professional advancement
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(G) evaluate and compare employment options such as salaries, benefits, and prerequisites	(i) evaluate employment options

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(G) evaluate and compare employment options such as salaries, benefits, and prerequisites	(ii) compare employment options
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(H) identify and rank tangible and intangible rewards of work	(i) identify tangible rewards of work
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(H) identify and rank tangible and intangible rewards of work	(ii) identify intangible rewards of work
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(H) identify and rank tangible and intangible rewards of work	(iii) rank tangible rewards of work
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(H) identify and rank tangible and intangible rewards of work	(iv) rank intangible rewards of work
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(I) identify employment opportunities and complete job search procedures such as job applications and W-4	(i) identify employment opportunities
(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:	(I) identify employment opportunities and complete job search procedures such as job applications and W-4	(ii) complete job search procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(A) adhere to policies and procedures	(i) adhere to policies and procedures
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation	(i) demonstrate positive work behaviors, including punctuality
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation	(ii) demonstrate positive work behaviors, including time-management
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation	(iii) demonstrate positive work behaviors, including initiative
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation	(iv) demonstrate positive work behaviors, including cooperation
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation	(v) demonstrate positive work attitudes
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(C) apply ethical reasoning to a variety of situations in order to make ethical decisions	(i) apply ethical reasoning to a variety of situations in order to make ethical decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(D) complete tasks with the highest standards to ensure quality products and services	(i) complete tasks with the highest standards to ensure quality products
(3) The student demonstrates professional standards as required by business and industry. The student is expected to:	(D) complete tasks with the highest standards to ensure quality products and services	(ii) complete tasks with the highest standards to ensure quality services
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment	(i) explain the importance of appropriate dress for the work assignment
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment	(ii) explain the importance of appropriate hygiene for the work assignment
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment	(iii) explain the importance of appropriate demeanor for the work assignment
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment	(iv) model appropriate dress for the work assignment
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment	(v) model appropriate hygiene for the work assignment

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment	(vi) model appropriate demeanor for the work assignment
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(B) exhibit productive work habits and attitudes, including accepting constructive criticism	(i) exhibit productive work habits, including accepting constructive criticism
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(B) exhibit productive work habits and attitudes, including accepting constructive criticism	(ii) exhibit productive work attitudes, including accepting constructive criticism
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services	(i) prioritize work to fulfill responsibilities
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services	(ii) prioritize work to meet deadlines
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services	(iii) prioritize work to complete tasks with the highest standards to ensure quality products
(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:	(C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services	(iv) prioritize work to complete tasks with the highest standards to ensure quality services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy	(i) demonstrate professional qualities, including positive attitude
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy	(ii) demonstrate professional qualities, including loyalty
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy	(iii) demonstrate professional qualities, including diplomacy
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers	(i) identify skills needed to maintain effective work relations with relevant parties
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers	(ii) demonstrate skills needed to maintain effective work relations with relevant parties
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds	(i) demonstrate a respect for different workplace cultures
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds	(ii) demonstrate a respect for individuals from different cultures

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds	(iii) demonstrate a respect for individuals from different genders
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds	(iv) demonstrate a respect for individuals from different backgrounds
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(D) understand rights and responsibilities concerning sexual harassment in the workplace	(i) understand rights concerning sexual harassment in the workplace
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(D) understand rights and responsibilities concerning sexual harassment in the workplace	(ii) understand responsibilities concerning sexual harassment in the workplace
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants	(i) apply tact in handling criticism
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants	(ii) apply tact in handling disagreement or disappointment
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants	(iii) accept constructive criticism

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants	(iv) revise personal views when valid evidence warrants
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(F) explain the concepts of integrity and confidentiality as related to the office environment	(i) explain the concepts of integrity as related to the office environment
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(F) explain the concepts of integrity and confidentiality as related to the office environment	(ii) explain the concepts of confidentiality as related to the office environment
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(G) demonstrate methods for implementing and improving customer satisfaction	(i) demonstrate methods for implementing customer satisfaction
(5) The student applies principles of effective interpersonal skills. The student is expected to:	(G) demonstrate methods for implementing and improving customer satisfaction	(ii) demonstrate methods for improving customer satisfaction
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation	(i) analyze leadership in relation to trust in a work situation
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation	(ii) analyze leadership in relation to positive attitude in a work situation

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation	(iii) analyze leadership in relation to integrity in a work situation
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation	(iv) analyze leadership in relation to willingness to accept key responsibilities in a work situation
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(B) demonstrate teamwork skills through working cooperatively with others to achieve goals	(i) demonstrate teamwork skills through working cooperatively with others to achieve goals
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(i) demonstrate teamwork processes that promote team building
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(ii) demonstrate teamwork processes that promote consensus
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(iii) demonstrate teamwork processes that promote continuous improvement

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(iv) demonstrate teamwork processes that promote respect for the opinions of others
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(v) demonstrate teamwork processes that promote cooperation
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(vi) demonstrate teamwork processes that promote adaptability
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(vii) demonstrate teamwork processes that promote conflict resolution
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(D) demonstrate responsibility for shared group and individual work tasks	(i) demonstrate responsibility for shared group work tasks
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(D) demonstrate responsibility for shared group and individual work tasks	(ii) demonstrate responsibility for individual work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity	(i) establish effective working relationships by demonstrating interpersonal skills
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity	(ii) establish effective working relationships by using positive interpersonal skills to work cooperatively with others
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity	(iii) establish effective working relationships by negotiating effectively to arrive at decisions
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity	(iv) establish effective working relationships by demonstrating sensitivity to diversity

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:</p>	<p>(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity</p>	<p>(v) establish effective working relationships by demonstrating value for diversity</p>
<p>(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:</p>	<p>(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity</p>	<p>(vi) maintain effective working relationships by demonstrating interpersonal skills</p>
<p>(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:</p>	<p>(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity</p>	<p>(vii) maintain effective working relationships by using positive interpersonal skills to work cooperatively with others</p>
<p>(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:</p>	<p>(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity</p>	<p>(viii) maintain effective working relationships by negotiating effectively to arrive at decisions</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity	(ix) maintain effective working relationships by: demonstrating sensitivity to diversity
(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) establish and maintain effective working relationships by: (i) demonstrating interpersonal skills; (ii) using positive interpersonal skills to work cooperatively with others; (iii) negotiating effectively to arrive at decisions; and (iv) demonstrating sensitivity to and value for diversity	(x) maintain effective working relationships by demonstrating value to diversity
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(A) record messages accurately, legibly, and completely	(i) record messages accurately
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(A) record messages accurately, legibly, and completely	(ii) record messages legibly
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(A) record messages accurately, legibly, and completely	(iii) record messages completely

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(B) deliver messages to the appropriate person or department	(i) deliver messages to the appropriate person or department
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(C) coordinate arrangements for participants	(i) coordinate arrangements for participants
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(D) follow calling and login procedures	(i) follow calling procedures
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(D) follow calling and login procedures	(ii) follow login procedures
(7) The student facilitates internal and external office communications to support work activities. The student is expected to:	(E) troubleshoot any problems	(i) troubleshoot any problems
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(A) adhere to technology safety and security policies such as acceptable use policy and web page policies	(i) adhere to technology safety policies
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(A) adhere to technology safety and security policies such as acceptable use policy and web page policies	(ii) adhere to technology security policies

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(B) apply ergonomic techniques to technology tasks	(i) apply ergonomic techniques to technology tasks
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(C) adhere to laws pertaining to computer crime, fraud, and abuse	(i) adhere to laws pertaining to computer crime
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(C) adhere to laws pertaining to computer crime, fraud, and abuse	(ii) adhere to laws pertaining to computer fraud
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(C) adhere to laws pertaining to computer crime, fraud, and abuse	(iii) adhere to laws pertaining to computer abuse
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(D) follow procedures used to restart and recover from situations such as system failure and virus infection	(i) follow procedures used to restart from situations
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(D) follow procedures used to restart and recover from situations such as system failure and virus infection	(ii) follow procedures used to recover from situations
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(E) follow policies to prevent loss of data integrity	(i) follow policies to prevent loss of data integrity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:	(F) adhere to the organization's policies for technology use	(i) adhere to the organization's policies for technology use
(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:	(A) demonstrate advanced web search skills	(i) demonstrate advanced web search skills
(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:	(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations	(i) demonstrate advanced word-processing skills by identifying customary styles of business documents
(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:	(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations	(ii) demonstrate advanced word-processing skills by inputting data using the touch system

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(iii) demonstrate advanced word-processing skills by demonstrating basic writing techniques</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(iv) demonstrate advanced word-processing skills by applying correct grammar</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(v) demonstrate advanced word-processing skills by applying correct spelling</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(vi) demonstrate advanced word-processing skills by applying correct punctuation</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(vii) demonstrate advanced word-processing skills by applying other English mechanics</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(viii) demonstrate advanced word-processing skills by using references</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(B) demonstrate advanced word-processing skills by (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports (ii) inputting data using the touch system (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout (iv) applying correct grammar, spelling, punctuation, and other English mechanics and (v) using references and preparing notations</p>	<p>(ix) demonstrate advanced word-processing skills by preparing notations</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(C) apply advanced presentation applications</p>	<p>(i) apply advanced presentation applications</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(i) demonstrate advanced spreadsheet applications by entering labels into spreadsheet cells</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(ii) demonstrate advanced spreadsheet applications by entering values into spreadsheet cells</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(iii) demonstrate advanced spreadsheet applications by formatting labels</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(iv) demonstrate advanced spreadsheet applications by formatting values</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(v) demonstrate advanced spreadsheet applications by preparing tables</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(vi) demonstrate advanced spreadsheet applications by preparing graphs</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(vii) demonstrate advanced spreadsheet applications by preparing infographics</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(viii) demonstrate advanced spreadsheet applications by preparing graphics</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(ix) demonstrate advanced spreadsheet applications by developing formulas</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(x) demonstrate advanced spreadsheet applications by entering appropriate functions</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(xi) demonstrate advanced spreadsheet applications by verifying formulas with sample values</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(D) demonstrate advanced spreadsheet applications by (i) entering labels and values into spreadsheet cells (ii) formatting labels and values (iii) preparing tables, graphs, infographics and graphics (iv) developing formulas and entering appropriate functions (v) verifying formulas and functions with sample values</p>	<p>(xii) demonstrate advanced spreadsheet applications by verifying functions with sample values</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(E) construct advanced database applications</p>	<p>(i) construct advanced database applications</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by (i) creating a calendar or schedule (ii) maintaining an appointment calendar (iii) verifying appointments (iv) coordinating travel arrangements (v) setting up meeting arrangements and (vi) disseminating meeting information to appropriate persons</p>	<p>(i) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by creating a calendar or schedule</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by (i) creating a calendar or schedule (ii) maintaining an appointment calendar (iii) verifying appointments (iv) coordinating travel arrangements (v) setting up meeting arrangements and (vi) disseminating meeting information to appropriate persons</p>	<p>(ii) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by maintaining an appointment calendar</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by (i) creating a calendar or schedule (ii) maintaining an appointment calendar (iii) verifying appointments (iv) coordinating travel arrangements (v) setting up meeting arrangements and (vi) disseminating meeting information to appropriate persons</p>	<p>(iii) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by verifying appointments</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by (i) creating a calendar or schedule (ii) maintaining an appointment calendar (iii) verifying appointments (iv) coordinating travel arrangements (v) setting up meeting arrangements and (vi) disseminating meeting information to appropriate persons</p>	<p>(iv) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by coordinating travel arrangements</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by (i) creating a calendar or schedule (ii) maintaining an appointment calendar (iii) verifying appointments (iv) coordinating travel arrangements (v) setting up meeting arrangements and (vi) disseminating meeting information to appropriate persons</p>	<p>(v) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by setting up meeting arrangements</p>
<p>(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:</p>	<p>(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by (i) creating a calendar or schedule (ii) maintaining an appointment calendar (iii) verifying appointments (iv) coordinating travel arrangements (v) setting up meeting arrangements and (vi) disseminating meeting information to appropriate persons</p>	<p>(vi) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by disseminating meeting information to appropriate persons</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:	(G) enter data without error	(i) enter data without error
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(A) develop a budget based on personal financial goals	(i) develop a budget based on personal financial goals
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(B) interpret a pay stub	(i) interpret a pay stub
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(C) read and reconcile bank statements	(i) read bank statements
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(C) read and reconcile bank statements	(ii) reconcile bank statements
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(D) maintain financial records	(i) maintain financial records
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(E) demonstrate the wise use of credit	(i) demonstrate the wise use of credit
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(F) validate a credit history	(i) validate a credit history

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(G) protect against identity theft	(i) protect against identity theft
(10) The student manages personal finances to achieve financial goals. The student is expected to:	(H) prepare personal income tax forms, including the 1040E	(i) prepare personal income tax forms, including the 1040E
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(A) determine equipment needed	(i) determine equipment needed
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(B) determine supplies needed	(i) determine supplies needed
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(C) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(C) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(D) schedule equipment maintenance	(i) schedule equipment maintenance
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(E) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures
(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:	(E) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(12) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions
(12) The student applies concepts of critical thinking and problem solving. The student is expected to:	(B) critically analyze information to determine value to the problem-solving task	(i) critically analyze information to determine value to the problem-solving task
(12) The student applies concepts of critical thinking and problem solving. The student is expected to:	(C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills	(i) compare and contrast alternatives using a variety of problem-solving skills
(12) The student applies concepts of critical thinking and problem solving. The student is expected to:	(C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills	(ii) compare and contrast alternatives using a variety of critical-thinking skills
(12) The student applies concepts of critical thinking and problem solving. The student is expected to:	(D) conduct technical research to gather information necessary for decision making	(i) conduct technical research to gather information necessary for decision making

Subject	Chapter 130. Career and Technical Education, Subchapter D. Business Management and Administration
Course Title	§130.144. Extended Practicum in Business Management (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. Recommended prerequisites: Touch System Data Entry and Business Management or Business Information Management II. Corequisite: Practicum in Business Management. This course must be taken concurrently with Practicum in Business Management and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.</p> <p>(3) Extended Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to business management	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to business management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to business management	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to business management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, integrity, customer service, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, integrity, customer service, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) complete tasks with the highest standards to ensure quality products and services	(i) complete tasks with the highest standards to ensure quality products

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) complete tasks with the highest standards to ensure quality products and services	(ii) complete tasks with the highest standards to ensure quality services
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills to achieve collective goals with increased fluency	(i) employ teamwork to achieve collective goals with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills to achieve collective goals with increased fluency	(ii) employ conflict-management skills to achieve collective goals with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency	(i) demonstrate proper use of written communication techniques with increased proficiency
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency	(ii) demonstrate proper use of verbal communication techniques with increased proficiency
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency	(iii) demonstrate proper use of visual communication techniques with increased proficiency

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(B) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student applies professional communications strategies. The student is expected to:	(B) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(i) create formal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(ii) create informal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iii) deliver formal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iv) deliver informal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(D) analyze, interpret, and effectively communicate information	(i) analyze information
(2) The student applies professional communications strategies. The student is expected to:	(D) analyze, interpret, and effectively communicate information	(ii) interpret information
(2) The student applies professional communications strategies. The student is expected to:	(D) analyze, interpret, and effectively communicate information	(iii) effectively communicate information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(i) employ critical-thinking skills independently with increased fluency to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(ii) employ critical-thinking skills independently with increased fluency to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(iii) employ critical-thinking skills in groups with increased fluency to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(iv) employ critical-thinking skills in groups with increased fluency to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) apply critical-thinking strategies with increased fluency to develop solutions using appropriate technologies and resources	(i) apply critical-thinking strategies with increased fluency to develop solutions using appropriate technologies

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) apply critical-thinking strategies with increased fluency to develop solutions using appropriate technologies and resources	(ii) apply critical-thinking strategies with increased fluency to develop solutions using appropriate resources
(3) The student implements advanced problem-solving methods. The student is expected to:	(C) conduct technical research to gather information necessary for decision making	(i) conduct technical research to gather information necessary for decision making
(3) The student implements advanced problem-solving methods. The student is expected to:	(D) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(3) The student implements advanced problem-solving methods. The student is expected to:	(D) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(A) understand and consistently follow workplace safety rules and regulations	(i) understand workplace safety rules and regulations
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(A) understand and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(B) adhere to technology safety and security policies such as acceptable use policy and web page policies	(i) adhere to technology safety policies

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(B) adhere to technology safety and security policies such as acceptable use policy and web page policies	(ii) adhere to technology security policies
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(C) follow policies to prevent loss of data integrity	(i) follow policies to prevent loss of data integrity
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with business management	(i) describe ethical responsibilities associated with business management
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with business management	(ii) describe legal responsibilities associated with business management
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with business management	(iii) practice ethical responsibilities associated with business management
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with business management	(iv) practice legal responsibilities associated with business management

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(C) show integrity by choosing the ethical course of action when making decisions	(i) show integrity by choosing the ethical course of action when making decisions
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in business management. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student participates in a business management experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised business management experience	(i) conduct learning activities in a supervised business management experience
(6) The student participates in a business management experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised business management experience	(ii) document learning activities in a supervised business management experience
(6) The student participates in a business management experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised business management experience	(iii) evaluate learning activities in a supervised business management experience

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a business management experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective
(6) The student participates in a business management experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student participates in a business management experience. The student is expected to:	(C) facilitate internal and external office communications to support work activities	(i) facilitate internal office communications to support work activities
(6) The student participates in a business management experience. The student is expected to:	(C) facilitate internal and external office communications to support work activities	(ii) facilitate external office communications to support work activities
(6) The student participates in a business management experience. The student is expected to:	(D) demonstrate appropriate use of information technology tools to manage and perform work responsibilities	(i) demonstrate appropriate use of information technology tools to manage work responsibilities
(6) The student participates in a business management experience. The student is expected to:	(D) demonstrate appropriate use of information technology tools to manage and perform work responsibilities	(ii) demonstrate appropriate use of information technology tools to perform work responsibilities
(6) The student participates in a business management experience. The student is expected to:	(E) create customary styles of business documents such as memoranda, letters, emails, and reports, as appropriate	(i) create customary styles of business documents
(6) The student participates in a business management experience. The student is expected to:	(F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities	(i) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a business management experience. The student is expected to:	(G) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student participates in a business management experience. The student is expected to:	(H) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student participates in a business management experience. The student is expected to:	(H) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in a business management experience. The student is expected to:	(I) collect representative work samples	(i) collect representative work samples