

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

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(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

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(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

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(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

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(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

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(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

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(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

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(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

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(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

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(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