

Introduction to Business Current Standards

IB 1 Students will identify skills needed to be successful in the global economic environment.	
Level 1: Recall	IB 1.1 Explain the terms economics and economic activity Examples: *Explain how limited resources affect business *Explain factors which affect supply and demand *Explain concepts of economic resources *Identify economic indicators to detect economic trends and conditions *Discuss career choices in economics
Level 1: Recall	IB 1.2 Explain businesses' roles in society Examples: *Explain ways in which businesses interact with society *Describe different ways our government intervenes in and/or regulates business *Explain the nature of labor unions
Level 1: Recall	IB 1.3 Describe the different types of economic systems Examples: *Explain the nature of global trade *Compare and contrast the different types of economic systems *Explain how economic systems answer the basic economic questions

Introduction to Business Proposed Standards

Indicator # IB 1 - Students will identify skills needed to be successful in the global economic environment.	
Level 1: Recall	IB 1.1 Explain the terms economics and economic activity. *Explain how limited resources affect business *Explain factors which affect supply and demand *Explain concepts of economic resources *Identify economic indicators to detect economic trends and conditions *Explain the nature of global trade *Compare and contrast the different types of economic systems *Explain how economic systems answer the basic economic questions
Level 1: Recall	IB 1.2 Explain businesses' roles in a global society. *Explain ways in which businesses interact with society *Describe different ways our government intervenes in and/or regulates business *Explain the nature of labor unions
Level 1: Recall	IB 1.3 Discuss career choices in economics.

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

Level 2: Skill/Concept	IB 2.1 Compare and contrast different forms of business organizations Examples: *Discuss common forms of business ownership *Explain factors that affect the selection of ownership *Explore careers concerning business ownership
------------------------	--

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

Level 2: Skill/Concept	IB 2.1 Compare and contrast different forms of business organizations. *Discuss common forms of business ownership *Explain factors that affect the selection of ownership
------------------------	--

Introduction to Business Current Standards

Level 3: Strategic Thinking	<p>IB 2.2 Differentiate among different management styles and human resource procedures</p> <p>Examples:</p> <ul style="list-style-type: none"> *Examine management strategies to improve performance and competitive advantages of an organization *Determine human resources management legal responsibility in maintaining labor relations *Determine proper human resources procedures for managing employees *Examine career options within business organizations
-----------------------------	---

Introduction to Business Proposed Standards

Level 3: Strategic Thinking	<p>IB 2.2 Differentiate among different management styles and human resource procedures.</p> <ul style="list-style-type: none"> *Examine management strategies to improve performance and competitive advantages of an organization *Determine human resources management legal responsibility in maintaining labor relations *Determine proper human resources procedures for managing employees
Level 2: Skill/Concept	<p>IB 2.3 Explore professional and ethical leadership styles.</p> <ul style="list-style-type: none"> *Model professional leadership styles *Address ethical dilemmas
Level 2: Skill/Concept	<p>IB 2.4 Explore careers in business organizations and through business ownership.</p>

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

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

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

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

Introduction to Business Current Standards

Level 2: Skill/Concept	<p>IB 3.3 Explain the financial process needed to start and operate a business</p> <p>Examples:</p> <ul style="list-style-type: none"> *Recognize the need for a business plan *Importance of maintaining accurate business records using the Acceptable Accounting Process *Importance of utilizing information available to make sound decisions in operating a business *Explain the importance of the profit motive
------------------------	---

Introduction to Business Proposed Standards

Level 2: Skill/Concept	<p>IB 3.3 Explain the financial process needed to start and operate a business.</p> <p>Recognize the need for a business plan</p> <ul style="list-style-type: none"> *Recognize the importance of maintaining accurate business records using acceptable accounting processes *Recognize the importance of utilizing information available to make sound decisions in operating a business *Explain the importance of the profit motive *Explore finance careers available within business organizations
------------------------	--

IB 4: Students will evaluate roles individuals play as consumers in the economy and financial management tools needed to be a successful consumer.

Level 3: Strategic Thinking	<p>IB 4.1 Demonstrate how important a consumer is in the global economy</p> <p>Examples:</p> <ul style="list-style-type: none"> *Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual *Demonstrate responsibility for consequences of economic choices
Level 3: Strategic Thinking	<p>IB 4.2 Apply processes involved in consumer financial planning</p> <p>Examples:</p> <ul style="list-style-type: none"> *Identify the difference between needs and wants *Describe the importance of financial goals *Create and analyze the budget process *Examine careers in financial planning
Level 2: Skill/Concept	<p>IB 4.3 Examine available banking services and credit options</p> <p>Examples:</p> <ul style="list-style-type: none"> *Describe different types of financial institutions and their services *Explain various types of consumer credit *Describe positive and negative consequences of using credit *Explore careers pertaining to financial services

Indicator # IB 4 - Students will evaluate: roles individuals play as consumers in the economy, financial management concepts, and careers in financial management.

Level 3: Strategic Thinking	<p>IB 4.1 Demonstrate how important a consumer is in the global economy.</p> <ul style="list-style-type: none"> *Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual *Demonstrate responsibility for consequences of economic choices.
Level 3: Strategic Thinking	<p>IB 4.2 Apply processes involved in consumer financial planning.</p> <ul style="list-style-type: none"> *Identify the difference between needs and wants *Describe the importance of financial goals *Create and analyze the budget process *Examine careers in financial planning
Level 2: Skill/Concept	<p>IB 4.3 Examine available banking services and credit options.</p> <ul style="list-style-type: none"> *Describe different types of financial institutions and their services *Explain various types of consumer credit *Describe positive and negative consequences of using credit *Explore careers pertaining to financial services

**Introduction to Business
Current Standards**

Level 2: Skill/Concept	IB 4.4 Explain savings and investment options to meet short and long term goals Examples: *Explain the time value of money *Explain differences between savings and investing *Identify criteria for choosing savings and investment options *Examine careers concerning savings and investing
------------------------	---

**Introduction to Business
Proposed Standards**

Level 2: Skill/Concept	IB 4.4 Explain savings and investment options to meet short- and long-term goals. *Explain the time value of money *Explain differences between savings and investing *Identify criteria for choosing savings and investment options *Examine careers concerning savings and investing
------------------------	--

Business Management Current Standards

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

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

Level 2: Skill/Concept	<p>MGT 2.1 Clarify the planning function of management</p> <p>Examples:</p> <ul style="list-style-type: none"> •Explain what planning is and why it is important •Explain the business decision-making process •Explain the role of operations planning and strategic planning •Write short- and long-term strategic goals •Identify planning tools such as budgets, schedules, and policies
------------------------	---

Business Management Proposed Standards

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

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

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

Business Management Current Standards

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

Business Management Proposed Standards

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

MGT 3: Students will evaluate the importance of human resource activities of a manager in the successful operation of a business.

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

Indicator # MGT 3 - Students will evaluate the importance of a manager in the successful operation of a business organization.

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

Business Management Current Standards

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

Business Management Proposed Standards

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

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

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

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

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

Business Computer Applications Current Standards

NA - new standard

Business Computer Applications Proposed Standards

Indicator # BCA 1 - Students will be able to manage an email system using a variety of features.

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

ACA 2: Students will be able to implement file management using a variety of methods.

Level 2: Skill/Concept	2.1 Compare and contrast options available in file management. <ul style="list-style-type: none"> •Identify file saving locations and pros and cons of each •Demonstrate saving files in cloud systems •Demonstrate saving files in network systems •Demonstrate saving files on a hard drive
Level 2: Skill/Concept	2.2 Utilize collaboration in file management. <ul style="list-style-type: none"> •Identify shared drives and folders •Create and utilize shared folders

Indicator # BCA 2 - Students will be able to implement file management using a variety of methods.

Level 2: Skill/Concept	2.1 Compare and contrast options available in file management. <ul style="list-style-type: none"> •Identify file saving locations and pros and cons of each •Demonstrate saving files in cloud systems •Demonstrate saving files in network systems •Demonstrate saving files on a hard drive
Level 2: Skill/Concept	2.2 Utilize collaboration in file management. <ul style="list-style-type: none"> •Identify shared drives and folders •Create and utilize shared folders

Business Computer Applications Current Standards

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

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

Business Computer Applications Proposed Standards

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

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

Business Computer Applications Current Standards

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

Business Computer Applications Proposed Standards

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

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

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

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

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

Business Computer Applications Current Standards

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

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

Level 2: Skill/Concept	ACA 4.1 Create and manage a database <ul style="list-style-type: none"> •Create and Modify Databases •Manage Relationships and Keys •Navigate through a Database •Protect and Maintain Databases •Print and Export Data
Level 2: Skill/Concept	ACA 4.2 Build tables <ul style="list-style-type: none"> •Create Tables •Manage Tables •Manage Records in Tables •Create and Modify Fields
Level 2: Skill/Concept	ACA 4.3 Create queries <ul style="list-style-type: none"> •Create Calculated Fields and Grouping within Queries
Level 2: Skill/Concept	ACA 4.4 Create forms <ul style="list-style-type: none"> •Create a Form •Configure Form Controls •Format a Form
Level 2: Skill/Concept	ACA 4.5 Create reports <ul style="list-style-type: none"> •Create a Report •Configure Report Controls •Format a Report

Business Computer Applications Proposed Standards

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

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

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

**Business Computer Applications
Current Standards**

**Business Computer Applications
Proposed Standards**

	ACA 5: Students will be able to identify a variety of employment opportunities based on individual certifications.
Level 1: Recall	ACA 5.1 Identify employment opportunities based on certification

Advanced Business Computer Applications Current Standards

Indicator # ECA - Students will be able to produce word processing documents implementing expert level features.

Level 2: Skill/Concept	ECA 1.1 Manage document options and settings.
Level 2: Skill/Concept	ECA 1.2 Design advanced documents.
Level 3: Strategic Thinking	ECA 1.3 Create advanced references.
Level 4: Extended Thinking	ECA 1.4 Create custom word elements.

Indicator # ECA 2 - Students will be able to produce spreadsheets implementing expert level features.

Level 2: Skill/Concept	ECA 2.1 Manage workbook options and settings.
Level 2: Skill/Concept	ECA 2.2 Apply custom data formats and layouts.
Level 3: Strategic Thinking	ECA 2.3 Create advanced formulas.
Level 3: Strategic Thinking	ECA 2.4 Create advanced charts and tables.

Indicator # ECA 3 - Explore relevant factors that impact success and satisfaction in MOS-related careers.

Level 2: Skill/Concept	ECA 3.1 Compare and contrast characteristics of MOS-related careers.
Level 2: Skill/Concept	ECA 3.2 Compare and contrast education/training requirements for employment in MOS-related careers.
Level 4: Extended Thinking	ECA 3.3 Investigate and make connections to relevant MOS-related careers.

Advanced Business Computer Applications Proposed Standards

Indicator # ABCA 1 - Students will be able to produce word processing documents implementing expert level features.

Level 2: Skill/Concept	ABCA 1.1 Manage document options and settings.
Level 2: Skill/Concept	ABCA 1.2 Design advanced documents.
Level 3: Strategic Thinking	ABCA 1.3 Create advanced references.
Level 4: Extended Thinking	ABCA 1.4 Create custom word elements.

Indicator # ABCA 2 - Students will be able to produce spreadsheets implementing expert level features.

Level 2: Skill/Concept	ABCA 2.1 Manage workbook options and settings.
Level 2: Skill/Concept	ABCA 2.2 Apply custom data formats and layouts.
Level 3: Strategic Thinking	ABCA 2.3 Create advanced formulas.
Level 3: Strategic Thinking	ABCA 2.4 Create advanced charts and tables.

Indicator # ABCA 3 - Explore relevant factors that impact success and satisfaction in MOS-related careers.

Level 2: Skill/Concept	ABCA 3.1 Compare and contrast characteristics of MOS-related careers.
Level 2: Skill/Concept	ABCA 3.2 Compare and contrast education/training requirements for employment in MOS-related careers.
Level 4: Extended Thinking	ABCA 3.3 Investigate and make connections to relevant MOS-related careers.

Indicator # BCA 4 - Students will be able to produce databases using a variety of features.

Level 2: Skill/Concept	ABCA 4.1 Create and manage a database. <ul style="list-style-type: none"> •Understand the components of a database •Create and modify databases •Manage relationships and keys •Navigate through a database •Protect and maintain databases •Print and export data
Level 2: Skill/Concept	ABCA .2 Build tables. <ul style="list-style-type: none"> •Create tables •Manage tables •Manage records in tables •Create and modify fields
Level 2: Skill/Concept	ABCA 6.3 Create queries. <ul style="list-style-type: none"> •Create calculated fields and grouping within queries

Level 2: Skill/Concept	ABCA 6.4 Create forms. <ul style="list-style-type: none">•Create a form•Configure form controls•Format a form
Level 2: Skill/Concept	ABCA 6.5 Create reports. <ul style="list-style-type: none">•Create a report•Configure report controls•Format a report
Level 2: Skill/Concept	ABCA 6.6 Explore uses for database systems. <ul style="list-style-type: none">•Compare and contrast industry specific databases and/or models

Business Law - Current Standards

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

Business Law - Proposed Standards

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

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

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

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

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

Business Law - Current Standards

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

Business Law - Proposed Standards

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

Business Law - Current Standards

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

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

Business Law - Proposed Standards

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

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