

## Introduction to Business

### Current Standards

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

| <b>IB 2 Students will compare the different forms of business organizations and management styles.</b> |                                                                                                                                                                                                                                                |
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| Level 2: Skill/Concept                                                                                 | IB 2.1 Compare and contrast different forms of business organizations<br>Examples:<br>*Discuss common forms of business ownership<br>*Explain factors that affect the selection of ownership<br>*Explore careers concerning business ownership |

## Introduction to Business

### Proposed Standards

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

| <b>Indicator # IB 2 - Students will compare the different forms of business organizations and management styles</b> |                                                                                                                                                                                  |
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| Level 2: Skill/Concept                                                                                              | IB 2.1 Compare and contrast different forms of business organizations.<br>*Discuss common forms of business ownership<br>*Explain factors that affect the selection of ownership |

## Introduction to Business

### Current Standards

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| Level 3: Strategic Thinking | IB 2.2 Differentiate among different management styles and human resource procedures<br>Examples:<br>*Examine management strategies to improve performance and competitive advantages of an organization<br>*Determine human resources management legal responsibility in maintaining labor relations<br>*Determine proper human resources procedures for managing employees<br>*Examine career options within business organizations |
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## Introduction to Business

### Proposed Standards

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| Level 3: Strategic Thinking | IB 2.2 Differentiate among different management styles and human resource procedures.<br>*Examine management strategies to improve performance and competitive advantages of an organization<br>*Determine human resources management legal responsibility in maintaining labor relations<br>*Determine proper human resources procedures for managing employees |
| Level 2: Skill/Concept      | IB 2.3 Explore professional and ethical leadership styles.<br>*Model professional leadership styles<br>*Address ethical dilemmas                                                                                                                                                                                                                                 |
| Level 2: Skill/Concept      | IB 2.4 Explore careers in business organizations and through business ownership.                                                                                                                                                                                                                                                                                 |

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

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| Level 2: Skill/Concept | IB 3.1 Demonstrate marketing principles involved in business operations<br>Examples:<br>*Describe factors that influence customer-business relationships<br>*Identify the elements of the marketing mix<br>*Explain the effects of competition in a free enterprise system<br>*Explore careers in marketing and sales fields |
| Level 1: Recall        | IB 3.2 Describe roles technology plays in business operations<br>Examples:<br>*Identify information technologies commonly used in business operations<br>*Discuss how information technology impacts business operations<br>*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.

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| Level 2: Skill/Concept | IB 3.1 Demonstrate marketing principles involved in business operations.<br>*Describe factors that influence customer-business relationships<br>*Identify the elements of the marketing mix<br>*Explain the effects of competition in a free enterprise system<br>*Explore careers in marketing and sales fields                                        |
| Level 1: Recall        | IB 3.2 Describe roles technology plays in business operations.<br>*Identify information technologies commonly used in business operations<br>*Discuss how information technology impacts business operations<br>*Discuss how technologies apply to trends in information systems<br>*Discuss technology careers available within business organizations |

## Introduction to Business

### Current Standards

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| 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"> <li>*Recognize the need for a business plan</li> <li>*Importance of maintaining accurate business records using the Acceptable Accounting Process</li> <li>*Importance of utilizing information available to make sound decisions in operating a business</li> <li>*Explain the importance of the profit motive</li> </ul> |
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#### **IB 4: Students will evaluate roles individuals play as consumers in the economy and financial management tools needed to be a successful consumer.**

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| 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"> <li>*Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual</li> <li>*Demonstrate responsibility for consequences of economic choices</li> </ul>                                                    |
| 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"> <li>*Identify the difference between needs and wants</li> <li>*Describe the importance of financial goals</li> <li>*Create and analyze the budget process</li> <li>*Examine careers in financial planning</li> </ul>                                                    |
| 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"> <li>*Describe different types of financial institutions and their services</li> <li>*Explain various types of consumer credit</li> <li>*Describe positive and negative consequences of using credit</li> <li>*Explore careers pertaining to financial services</li> </ul> |

## Introduction to Business

### Proposed Standards

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| 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"> <li>*Recognize the importance of maintaining accurate business records using acceptable accounting processes</li> <li>*Recognize the importance of utilizing information available to make sound decisions in operating a business</li> <li>*Explain the importance of the profit motive</li> <li>*Explore finance careers available within business organizations</li> </ul> |
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#### **Indicator # IB 4 - Students will evaluate: roles individuals play as consumers in the economy, financial management concepts, and careers in financial management.**

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

## Introduction to Business Current Standards

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| Level 2: Skill/Concept | <p>IB 4.4 Explain savings and investment options to meet short and long term goals</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>*Explain the time value of money</li> <li>*Explain differences between savings and investing</li> <li>*Identify criteria for choosing savings and investment options</li> <li>*Examine careers concerning savings and investing</li> </ul> |
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## Introduction to Business Proposed Standards

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| Level 2: Skill/Concept | <p>IB 4.4 Explain savings and investment options to meet short- and long-term goals.</p> <ul style="list-style-type: none"> <li>*Explain the time value of money</li> <li>*Explain differences between savings and investing</li> <li>*Identify criteria for choosing savings and investment options</li> <li>*Examine careers concerning savings and investing</li> </ul> |
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**Business Management Current Standards**

**MGT 1: Students will define management and its role in effective and efficient performance in business.**

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

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

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

**Indicator # MGT 1 - Students will define management and its role in effective and efficient performance in business and/or organizations.**

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

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

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

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

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

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| 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"> <li>•Describe and analyze management theories</li> <li>•Identify methods used in recruiting, hiring, training, and firing of employees</li> <li>•Identify trends in the modern workplace</li> <li>•Report on compensation and benefits</li> </ul> |
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**Business Management Proposed Standards**

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

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

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| 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"> <li>•Describe and analyze management theories</li> <li>•Identify methods used in recruiting, hiring, training, and firing of employees</li> <li>•Identify trends in the modern workplace</li> <li>•Report on compensation and benefits</li> </ul> |
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**Business Management Current Standards**

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| 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"> <li>• Explain social responsibility</li> <li>• Analyze ways to manage conflict and stress in the workplace</li> <li>• Analyze characteristics of an effective team member</li> </ul>                                                                                                                                                                                                                                                                                                   |
| 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"> <li>• Examine the importance of time management tools and skills</li> <li>• Examine the role of technology in the overall management process</li> <li>• Examine the advantages of networking to achieve personal and professional advancement</li> <li>• Examine strategies to develop liaisons with professional organizations such as internships, volunteer work, and membership in organizations</li> </ul> |

**Business Management Proposed Standards**

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

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

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| 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"> <li>• Describe how the workplace has changed as a result of labor legislation</li> <li>• Explain laws pertaining to business practices</li> <li>• Examine the legal aspect of starting a business</li> <li>• Identify and analyze illegal marketing practices</li> </ul> |
| 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"> <li>• Distinguish economic terms</li> <li>• Compare ways businesses compete domestically and globally</li> <li>• Compare forces of supply and demand in the economy</li> <li>• Compare various types of competition</li> </ul>                      |

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

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| 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"> <li>• Describe how the workplace has changed as a result of labor legislation</li> <li>• Explain laws pertaining to business practices</li> <li>• Examine the legal aspect of starting a business</li> <li>• Identify and analyze illegal marketing practices</li> </ul> |
| 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"> <li>• Distinguish economic terms</li> <li>• Compare ways businesses compete domestically and globally</li> <li>• Compare forces of supply and demand in the economy</li> <li>• Compare various types of competition</li> </ul>                     |

## 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.**

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| Level 2:<br>Skill/Concept | BCA 1.1 Identify the role an email system plays in an organization and with information security.<br>•Compare and contrast personal and professional email usage<br>•Understand company policy and procedure around the use of technology and email systems                            |
| Level 2:<br>Skill/Concept | BCA 1.2 Create and manage a contact list.<br>•Create individual contacts<br>•Create groups<br>•Manage contacts within your organizations                                                                                                                                               |
| Level 2:<br>Skill/Concept | BCA 1.3 Organize and manage folders within the email system.<br>•Create individual folders<br>•Organize and manage folders                                                                                                                                                             |
| Level 2:<br>Skill/Concept | BCA 1.4 Manage the calendar function within the email system.<br>•Schedule meetings with invited participants<br>•Establish a personal schedule within the calendar function<br>•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.**

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| Level 2:<br>Skill/Concept | 2.1 Compare and contrast options available in file management.<br>•Identify file saving locations and pros and cons of each<br>•Demonstrate saving files in cloud systems<br>•Demonstrate saving files in network systems<br>•Demonstrate saving files on a hard drive |
| Level 2:<br>Skill/Concept | 2.2 Utilize collaboration in file management.<br>•Identify shared drives and folders<br>•Create and utilize shared folders                                                                                                                                             |

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

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| Level 2:<br>Skill/Concept | 2.1 Compare and contrast options available in file management.<br>•Identify file saving locations and pros and cons of each<br>•Demonstrate saving files in cloud systems<br>•Demonstrate saving files in network systems<br>•Demonstrate saving files on a hard drive |
| Level 2:<br>Skill/Concept | 2.2 Utilize collaboration in file management.<br>•Identify shared drives and folders<br>•Create and utilize shared folders                                                                                                                                             |



## Business Computer Applications

### Current Standards

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

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

## Business Computer Applications

### Proposed Standards

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

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

## Business Computer Applications Current Standards

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

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

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

## Business Computer Applications Proposed Standards

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

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

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

## Business Computer Applications

### Current Standards

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

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

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

## Business Computer Applications

### Proposed Standards

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

**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:<br>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**

|                 |                                                                                                                    |
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|                 | 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                                                   |

**Business Computer Applications**  
**Proposed Standards**

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

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

## 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                                                                 |

### 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                                  |

## 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"> <li>•Identify ethical characteristics</li> <li>•Compare various ethical theories</li> <li>•Analyze values in constructing an ethical code and laws</li> </ul>                                                                                                                                                                          |
| 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"> <li>•Discuss roles of constitutions, common laws, statutory laws, court decisions and state administrative laws</li> <li>•Determine how courts impact laws and understand the value of setting precedent</li> <li>•Explain structures and functions of federal, state and local court systems</li> <li>•Identify the types of cases heard at each level of court system</li> </ul> |
| Level 3: Strategic Thinking                                                                           | BL 1.3 Distinguish between procedural and substantive laws. <ul style="list-style-type: none"> <li>•Describe dispute resolution techniques</li> <li>•Identify steps in criminal and civil trials and who is involved</li> </ul>                                                                                                                                                                                                                                                                                         |

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

**Business Law - Current Standards**

| <b>Indicator # BL 3 - Students will evaluate relationships among contract law, law of sales, and consumer law.</b> |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 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**

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



## 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"> <li>• Explain the implications of Objective Justification within the workplace</li> <li>• Explain the doctrine of employment-at-will</li> <li>• Describe wrongful discharge and exceptions to employment-at-will</li> </ul>                                                                          |
| Level 3: Strategic Thinking                                                                                                                | BL 4.2 Identify employee rights and their implications in workplace settings. <ul style="list-style-type: none"> <li>• List and explain legislation that regulates employment rights, conditions and worker benefits</li> <li>• Identify employee rights that affect employment interview, testing, laws affecting minors and collective bargaining</li> <li>• Identify an employer's responsibilities to verify employment eligibility</li> </ul> |

| 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"> <li>• Understand the importance of communication (oral, written, non-verbal, and listening), problem solving, teamwork, decision-making, conflict resolution, critical analysis and ethical reasoning.</li> </ul> |
| Level 1: Recall                                                                                                                            | BL 5.2 Describe roles and responsibilities of careers in law. <ul style="list-style-type: none"> <li>• Explain the role and responsibilities of administrative careers in law</li> <li>• Describe the role and responsibilities of executive/managerial careers in law.</li> </ul>                                                                |