

Course of Study
for
International Business & Marketing

Subject Codes
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Stow-Munroe Falls City Schools
Stow, Ohio 44224

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

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This is to certify that the Board of Education

of

Stow-Munroe Falls City Schools

Adopted the
Course of Study
as submitted for the

International Business & Marketing Institute

Approval Date: _____

District Superintendent

Board President

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DISTRICT BELIEFS, MISSION, AND VISION

DISTRICT CORE BELIEFS: *Beliefs are the principles and ideas that govern the district's decisions and actions. Beliefs influence mission and vision.*

The purpose of schooling is to ensure that each child, regardless of background, learns to think, reason and use his or her mind well.

The school district is organized to encourage children to use knowledge to solve problems rather than passively absorb knowledge to be used at some other time.

District-level staff supports initiatives from the school buildings that are designed to produce better results for students.

Teachers are viewed as leaders: their primary job is to engage students in significant activity that results in learning.

One of the most critical jobs of the superintendent is to develop a vision of the future and to initiate action toward that vision.

DISTRICT MISSION: *The mission is the reason the district exists. Fulfilling the mission is how a district realizes its vision.*

Our mission is to provide a 21st century education empowering each learner to be a self-motivated, successful citizen in a global society.

DISTRICT VISION: *The vision is the district's picture of its future.*

Providing inspiration to make a difference in the world.

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OHIO CAREER FIELD INITIATIVE

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of Administrative Rule 3301-61-03 (Criteria for Secondary Workforce Development Programs), go to www.ode.state.oh.us and keyword search CTAE Administrative Rules. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a “grouping of occupations and broad industries based on commonalities” (see www.careercluster.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **Incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**
Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **Emphasizes the acquisition of strong academic knowledge and skills; and**
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end – success at work and in life.
- **Facilitates high-school-to-postsecondary transitions.**
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs, and graduate school.

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OHIO CAREER PATHWAYS DESCRIPTION

A key component of the Ohio Career Field Initiative is a career pathway, which is a series of academic and technical career-focused course work and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges, and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

1. Challenging technical course work in a chosen career field based on career field technical content standards;
2. Rigorous academics that meet Ohio's academic content standards and grade-level expectations;
3. Electives that relate to career objectives;
4. Instructional enhancements such as experiential and authentic learning opportunities (e.g., work-based learning, mentorships, internships) and career-technical student organization participation;
5. Opportunities (when appropriate) for program and student certification and licensure;
6. Preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
7. Preparation for transition to employment with advancement opportunities; and
8. Performance targets that include high school academic and technical testing/exit and post secondary entry/placement requirements.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, go to www.ode.state.oh.us and keyword search *career field* in the search box.

CAREER FIELD STRUCTURE AND FORMAT

The *International Business & Marketing Institute Business Field Technical Content Standards* document is composed of a series of units, competencies and descriptors as follows:

- *Units* are a grouping of competencies sharing a common subject or theme;
- *Competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for career success; and
- *Descriptors* follow each competency and serve to define what is meant by the related competency.

Also included in the document are selected benchmarks from Ohio's Academic Content Standards for English language arts, mathematics and social studies that correlate with specific technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

Competencies that are common across the career field and/or are critical for success in the Business and Administrative Services career field appear in the Administrative and Professional Support, Legal Management and Support, Medical Management and Support and Business Management Pathways and are identified in the matrix. These common competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- Providing the basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

In the *International Business and Marketing* document, common competencies include those focusing on the following:

- Management;
- Entrepreneurship;
- Marketing;
- Business law;
- Risk management;
- Global business;
- Customer relations;
- Marketing communications;
- Communication skills;
- Emotional intelligence;
- Economics;
- Financial management;
- Technology;
- Information management;
- Knowledge management;
- Project management;
- Human resources management;
- Promotion; and
- Professional development.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties.

Specialization competencies are specific to occupational areas within the larger career pathway and career field. The *International Business and Marketing Career Field Technical Content Standards* are built around four career pathways and one specialization:

- Integrated Marketing Communications
- Marketing Management
- Entrepreneurship
- Business Management

Common and pathway-specific competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

In the *International Business and Marketing Career Field Technical Content Standards*, business and labor representatives have designated competencies as *essential* or *recommended* within specific pathways and occupational areas. Educators have designated *when* (by the end of the 10th grade, 12th grade and/or the end of the associate degree) and *to what depth* (introduced, reinforced, proficient) competencies should be addressed. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

SCOPE AND SEQUENCE

First Nine Weeks

Unit 1: Communication Skills

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.1: Explain effective communications.

Descriptors:

- 7.1.1 Explain the importance of effective communication in business
- 7.1.2 Identify barriers to effective communication
- 7.1.3 Describe techniques for overcoming barriers to effective communication
- 7.1.4 Discuss issues involving digital and/or electronic communications (e.g., lack of body language, potential for forwarding information).

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.2: Apply active listening skills.

Descriptors:

- 7.2.1 Explain communication techniques that support and encourage a speaker.
- 7.2.2 Use paraphrasing strategies.
- 7.2.3 Summarize another person's key points.
- 7.2.4 Probe to clarify the speaker's thinking.
- 7.2.5 Use body language to show interest in what a speaker is saying.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.3: Apply appropriate verbal skills in business situations.

Descriptors:

- 7.3.1 Explain characteristics of effective verbal communications.
- 7.3.2 Describe how nonverbal communication affects verbal messages.
- 7.3.3 Interpret others' nonverbal cues.
- 7.3.4 Explain the importance of voice in communicating with others.
- 7.3.5 Identify situations in which employees need to address others in a businesslike manner.
- 7.3.6 Address people properly.
- 7.3.7 Participate in staff meetings.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.4: Make oral presentations.

Descriptors:

- 7.4.1 Identify occasions when oral presentations are required.
- 7.4.2 Explain the importance of communication skills in oral presentations (e.g., speaking clearly, using correct grammar, using appropriate gestures with audience contact).
- 7.4.3 Describe characteristics of effective oral presentations.
- 7.4.4 Discuss the role of visual support in making oral presentations.
- 7.4.5 Demonstrate procedures for making oral presentations.
- 7.4.6 Use technology to enhance oral presentations.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.5: Utilize effective written communication.

Descriptors:

- 7.5.1 Explain the importance of effective written communications.
- 7.5.2 Identify types of written communication used in business.
- 7.5.3 Identify characteristics of effective written communication (e.g., brevity, neatness, accuracy).
- 7.5.4 Select and utilize appropriate formats for professional writing.
- 7.5.5 Plan, edit and revise written work consistent with professional standards.
- 7.5.6 Write business letters.
- 7.5.7 Write informational messages.
- 7.5.8 Write inquiries.
- 7.5.9 Write persuasive messages.
- 7.5.10 Write executive summaries.
- 7.5.11 Prepare simple written reports.
- 7.5.12 Prepare complex written reports.
- 7.5.13 Write proposals.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.* (Writing Processes C, 11-12)
- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)
- *Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.* (Writing Applications E, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 7.6: Use proper grammar and vocabulary.

Descriptors:

- 7.6.1 Use correct subject/verb agreement in sentences.
- 7.6.2 Use correct noun/pronoun agreement in sentences.
- 7.6.3 Use correct use of adverbs and adjectives in sentences.
- 7.6.4 Use correct word usage in sentences.
- 7.6.5 Explain the importance of a technical vocabulary.
- 7.6.6 Explain the consequences of excessive use of jargon.
- 7.6.7 Explain the relationship of business success to proper grammar.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate understanding of the grammatical conventions of the English language.* (Writing Conventions C, 8-10, Writing Conventions C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.7: Communicate using telecommunications tools.

Descriptors:

- 7.7.1 Describe proper verbal skills needed for handling telephone calls.
- 7.7.2 Explain standard procedures for handling telephone calls in a businesslike manner (e.g., professionalism, consider inflection in voice, attitude conveyed).
- 7.7.3 Identify company policies regarding use of telecommunications tools (telephone answering machine, voice mail, e-mail, teleconferencing system).
- 7.7.4 Operate telecommunications equipment in accordance with company policy.
- 7.7.5 Communicate via telephone, voice mail, e-mail, facsimile, teleconferencing system.
- 7.7.6 Keep up to date concerning new and emerging communications technologies.
- 7.7.7 Take complete and accurate telephone messages.
- 7.7.8 Deliver phone messages according to the criticality of the message.
- 7.7.9 Follow established telephone etiquette.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.8: Read to acquire meaning from written material.

Descriptors:

- 7.8.1 Identify sources that provide relevant, valid written material.
- 7.8.2 Discriminate among types of information (e.g., essential, important, critical, nice to know).
- 7.8.3 Differentiate among fact, judgment and inference.
- 7.8.4 Utilize appropriate reading skills for information needs (e.g., skim, comprehend, analyze).
- 7.8.5 Extract relevant information from written materials.
- 7.8.6 Apply written directions to achieve tasks.
- 7.8.7 Analyze company resources to ascertain policies and procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.9: Follow company guidelines in the business environment.

Descriptors:

- 7.9.1 Describe guidelines for communicating with other employees (e.g., protocol of communications, types of information transmitted via different channels of staff communications).
- 7.9.2 Explain ethical considerations in providing information.
- 7.9.3 Explain use of interdepartmental/company communication.
- 7.9.4 Follow directions.
- 7.9.5 Use appropriate manners in accordance with established protocols and company policies.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.10: Communicate effectively to provide information to staff.

Descriptors:

- 7.10.1 Give directions for completing job tasks.
- 7.10.2 Conduct meetings.
- 7.10.3 Report business research.
- 7.10.4 Share positive suggestions with management.

Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 7.11: Use communication skills to influence others.

Descriptors:

- 7.11.1 Persuade others.
- 7.11.2 Demonstrate negotiation skills.

Correlated English Language Arts Academic Content Benchmarks

- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.* (Communication: Oral and Visual D, 11-12)

Unit 2: Emotional Intelligence

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 8.3: Manage emotional reactions to people and situations.

Descriptors:

- 8.3.1 Maintain a positive attitude.
- 8.3.2 Demonstrate self-control.
- 8.3.3 Explain the use of feedback for personal growth.
- 8.3.4 Adjust to change.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 8.4: Identify with others’ feelings, needs and concerns.

Descriptors:

- 8.4.1 Respect the privacy of others.
- 8.4.2 Show empathy for others.
- 8.4.3 Develop cultural sensitivity.
- 8.4.4 Explain the impact of political relationships within an organization.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.5: Implement teamwork techniques to accomplish goals.

Descriptors:

- 8.5.1 Participate as a team member.
- 8.5.2 Describe effects of group dynamics on group decision making and consensus building.
- 8.5.3 Use consensus building skills.
- 8.5.4 Encourage team building.
- 8.5.5 Identify motivation theories that impact management (e.g., Maslow, Herzberg).
- 8.5.6 Motivate team members.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

	10	12	AD
	P	R	R

Competency 8.7: Describe work ethic standards.

Descriptors:

- 8.7.1 Define work ethic.
- 8.7.2 Identify factors that influence one’s work ethic.
- 8.7.3 Differentiate between laws and ethics.
- 8.7.4 Describe how personal values are reflected in an employee’s work ethic.
- 8.7.5 Describe how interactions in the workplace affect an employee’s work ethic.
- 8.7.6 Describe how life changes affect personal work ethic.

- 8.7.7 Identify examples of unethical behavior at work.
- 8.7.8 Explain consequences of unprofessional and/or unethical behavior.
- 8.7.9 Explain the need for professional and ethical standards.
- 8.7.10 Explain responsibility of the individual to apply ethical standards.
- 8.7.11 Identify responsibility to clients/customers and employers.
- 8.7.12 Describe ways to demonstrate a basic work ethic.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.8: Apply appropriate work ethic.

Descriptors:

- 8.8.1 Adhere to company and/or governmental policies, procedures, rules and regulations.
- 8.8.2 Exercise confidentiality.
- 8.8.3 Adhere to rules of conduct.
- 8.8.4 Accept constructive criticism.
- 8.8.5 Offer constructive criticism.
- 8.8.6 Exhibit pride in work.
- 8.8.7 Exhibit punctuality.
- 8.8.8 Demonstrate honesty and integrity.
- 8.8.9 Assume responsibility for decisions and actions.
- 8.8.10 Follow the chain of command.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.13: Apply problem solving techniques.

Descriptors:

- 8.13.1 Identify the problem.
- 8.13.2 Select appropriate problem solving tools and techniques.
- 8.13.3 Identify underlying causes of the problem.
- 8.13.4 Identify appropriate solutions and consequences (e.g., long-term, short-term, crisis).
- 8.13.5 Use resources to explore possible solutions to the problem.
- 8.13.6 Contrast the advantages and disadvantages of each solution.

- 8.13.7 Identify appropriate action.
- 8.13.8 Evaluate the results.
- 8.13.9 Identify post-preventive action.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.14: Apply conflict resolution skills.

Descriptors:

- 8.14.1 Explain the effects of conflicts in the workplace (e.g., loss of morale, productivity).
- 8.14.2 Describe conflict resolution skills.
- 8.14.3 Describe the conflict cycle (e.g., how it begins, how it escalates).
- 8.14.4 Describe conflict management styles (e.g., avoidance).
- 8.14.5 Describe negotiation.
- 8.14.6 Describe mediation.
- 8.14.7 Use conflict resolution skills.

Correlated English Language Arts Academic Content Benchmarks

Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)

Unit 3: Customer Relations

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 3.1: Foster positive relationships with customers to enhance company image.

Descriptors:

- 3.1.1 Explain the nature of positive customer relations.

3.1.2 Demonstrate a customer service mindset.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. (Communication: Oral and Visual D, 8-10)*

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 3.2: Respond appropriately to customers to foster positive relationships.

Descriptors:

- 3.2.1 Reinforce service orientation through communication.
- 3.2.2 Respond to customer inquiries.
- 3.2.3 Interpret business policies to customers and/or clients.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 3.3: Resolve conflicts with and for customers to encourage repeat business.

Descriptors:

- 3.3.1 Handle difficult customers.
- 3.3.2 Handle customer/client complaints.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

BIL: Essential

EDU:	10	12	AD
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	P	R	R
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Competency 3.4: Reinforce the company’s image to exhibit the company’s brand promise.

Descriptors:

- 3.4.1 Discuss the relationship between employee performance and company image.
- 3.4.2 Identify the company’s brand promise.
- 3.4.3 Determine ways of reinforcing the company’s image.
- 3.4.4 Reinforce the company’s image through employee performance.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 3.5: Explain management’s role in customer relations.

Descriptors:

- 3.5.1 Describe management’s role in developing policies that will impact customer relations.
- 3.5.2 Explain types of policies that affect customer relations.
- 3.5.3 Describe techniques and strategies for rewarding employees for developing effective customer relationships.

Unit 4: Technology

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.1: Assess the impact of technology on business activities.

Descriptors:

- 14.1.1 Identify ways that technology impacts business.
- 14.1.2 Explain the scope of data communications tools.
- 14.1.3 Explain the role of information systems in organizations.
- 14.1.4 Explain the importance of emerging technologies and their applications to business.
- 14.1.5 Analyze the ethical, social and political impact of information systems.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.3: Utilize computer operating systems.

Descriptors:

- 14.3.1 Discuss principles of computer systems.
- 14.3.2 Use basic operating systems.
- 14.3.3 Manage files and folders.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.8: Demonstrate basic word processing skills.

Descriptors:

- 14.8.1 Identify capabilities of word processing software.
- 14.8.2 Enter and store text in a word processing application.
- 14.8.3 Search for and replace text in a document stored in a word processing application.
- 14.8.4 Retrieve, edit and print a document stored in a word processing application.
- 14.8.5 Cut and paste information from one text document into another in a word processing application.
- 14.8.6 Create a text document containing columns in a word processing application.
- 14.8.7 Insert and print a graph in a word processing document.
- 14.8.8 Utilize the page numbering feature.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.4: Use the Internet to access available resources.

Descriptors:

- 14.4.1 Explain the hierarchical structure of domain names.
- 14.4.2 Discuss the role of organizations in administering Internet activities.
- 14.4.3 Explain the role of internet service providers (ISPs).
- 14.4.4 Describe types of resources that can be accessed through the Internet (e.g., Web pages, USENET newsgroups, listservs, files and programs, e-mail).
- 14.4.5 Use bookmarks.
- 14.4.6 Organize bookmarks.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.5: Perform basic Web search skills.

Descriptors:

- 14.5.1 Explain the importance of search engines in locating information.
- 14.5.2 Locate specified topics on the Web.
- 14.5.3 Access specified topics through links on a Web page.
- 14.5.4 Download and save information.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.6: Demonstrate basic e-mail functions

Descriptors:

- 14.6.1 Explain the features (capabilities) of e-mail.
- 14.6.2 Discuss e-mail etiquette.
- 14.6.3 Write and send a professional e-mail message.
- 14.6.4 Reply to an e-mail message.
- 14.6.5 Forward an e-mail message.
- 14.6.6 Add a signature file.
- 14.6.7 Open attachments.
- 14.6.8 Save attachments to the computer's hard drive.
- 14.6.9 Append attachments.
- 14.6.10 Label messages.
- 14.6.11 Add names to the address book.
- 14.6.12 Set up a distribution list.
- 14.6.13 Put message in the outbox.
- 14.6.14 Sort mail.
- 14.6.15 Search for messages.
- 14.6.16 Use e-mail shortcuts.
- 14.6.17 Use auto-responder.
- 14.6.18 Post a message on a listserv.
- 14.6.19 Create a new e-mail folder.

14.6.20 Store e-mail messages in folders.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.7: Demonstrate personal information management and productivity applications.

Descriptors:

- 14.7.1 Describe the capabilities of personal information management and productivity applications.
- 14.7.2 Use the address book application.
- 14.7.3 Use the calculator.
- 14.7.4 Use the notes application.
- 14.7.5 Use the scheduler application.
- 14.7.6 Use the to-do application.
- 14.7.7 Use the global search application.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.9: Use advanced word processing features.

Descriptors:

- 14.9.1 Calculate values within a table.
- 14.9.2 Create a document using the borders feature.
- 14.9.3 Create, format, edit and delete a header and/or footer within a document.
- 14.9.4 Use merge functions.
- 14.9.5 Create styles for documents.
- 14.9.6 Use outlining features.
- 14.9.7 Generate an index.
- 14.9.8 Generate a table of contents automatically from marked section headings.

- 14.9.9 Number the lines in a document automatically.
- 14.9.10 Create footnotes and/or endnotes within a document.
- 14.9.11 Create and apply macros.

Correlated English Language Arts Academic Content Benchmarks

- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement. (Research D, 8-10; Research D, 11-12)*

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

First Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

First Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

SCOPE AND SEQUENCE

Second Nine Weeks

Unit 5: Marketing

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 10.1: Describe marketing’s role and function in business to demonstrate command of its nature and scope.

Descriptors:

10.1.1 Explain marketing and its importance in a global economy.

10.1.2 Discuss the marketing concept.

10.1.3 Describe marketing functions and related activities.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 10.2: Acquire foundational knowledge of customer, client and business behavior to understand what motivates customers’ decision making.

Descriptors:

10.2.1 Identify factors that motivate customers, clients and businesses.

10.2.2 Explain customer, client and business buying behavior.

10.2.3 Discuss actions employees can take to achieve the company’s desired results.

10.2.4 Demonstrate connections between company actions and results (e.g., influencing consumer behavior, gaining market share).

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.3: Explain the company’s unique selling proposition to recognize what sets the company apart from its competitors.

Descriptors:

10.3.1 Identify the company’s unique selling proposition.

10.3.2 Identify internal and external service standards.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.4: Explain marketing’s role and function in retailing to facilitate work among departments.

Descriptors:

10.4.1 Distinguish between retailing and marketing.

10.4.2 Explain the importance of merchandising to retailers and to e-tailers.

Unit 6: Market Planning

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 17.1: Explain the use of marketing strategies to guide marketing decision making.

Descriptors:

17.1.1 Identify the components of the marketing mix.

17.1.2 Describe the importance of each component of the marketing mix.

17.1.3 Explain the relationship among goals, strategies and tactics.

17.1.4 Describe the importance of marketing strategies.

17.1.5 Explain the factors that may cause marketing strategies to change.

17.1.6 Explain the importance of strategies in the marketing mix.

17.1.7 Identify considerations in implementing international marketing strategies.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 17.2: Explain the concept of market and market identification to identify targeted audiences.

Descriptors:

- 17.2.1 Explain the importance of target markets to businesses.
- 17.2.2 Describe advantages and disadvantages of mass marketing.
- 17.2.3 Describe advantages and disadvantages of using market segments.
- 17.2.4 Explain why the use of market segments is increasing.
- 17.2.5 Describe demographic characteristics that are analyzed by marketers.
- 17.2.6 Explain the value of geographic segmentation.
- 17.2.7 Discuss the value of psychographic segmentation.
- 17.2.8 Describe types of behavioral segmentation.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies, A 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 17.3: Employ marketing information to develop a marketing plan.

Descriptors:

- 17.3.1 Identify market segments.
- 17.3.2 Select a target market.
- 17.3.3 Explain the nature of marketing planning.
- 17.3.4 Explain the nature of marketing plans.
- 17.3.5 Explain the role of situational analysis in the marketing planning process.
- 17.3.6 Conduct a market analysis.
- 17.3.7 Conduct a SWOT analysis for use in the marketing planning process.
- 17.3.8 Assess global trends and opportunities.
- 17.3.9 Conduct a competitive analysis.

- 17.3.10 Explain the nature of sales forecasts.
- 17.3.11 Forecast sales for the marketing plan.
- 17.3.12 Set marketing goals, objectives and metrics.
- 17.3.13 Set a marketing budget.
- 17.3.14 Develop the marketing plan.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Make predictions based on theoretical probabilities and experimental results.* (Data Analysis and Probability K, 8-10)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 17.4: Assess marketing strategies to improve return on marketing investment (ROMI).

Descriptors:

- 17.4.1 Identify types of measures that can be used to control marketing planning.
- 17.4.2 Describe the purposes of measures used to control marketing planning.
- 17.4.3 Explain strategies for linking performance measures to financial outcomes.
- 17.4.4 Translate performance measures into financial outcomes.
- 17.4.5 Monitor and evaluate the marketing plan’s performance.
- 17.4.6 Assess the cost-effectiveness of measurement tools.

17.4.7 Conduct marketing audits.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

Unit 7: Marketing Communications

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 20.1: Describe marketing communications activities to show command of their nature and scope.

Descriptors:

- 20.1.1 Explain the role of marketing communications as a marketing function.
- 20.1.2 Explain the types of marketing communications.
- 20.1.3 Identify the elements of the marketing communications mix.
- 20.1.4 Describe the use of business ethics in marketing communications.
- 20.1.5 Describe the use of technology in the marketing communications function.
- 20.1.6 Describe the regulation of marketing communications.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.2: Explain marketing communications channels used to communicate promotional messages to targeted audiences.

Descriptors:

- 20.2.1 Explain the types of advertising media.
- 20.2.2 Describe word-of-mouth channels used to communicate with targeted audiences.
- 20.2.3 Discuss direct marketing channels.
- 20.2.4 Identify communications channels used in sales promotion.
- 20.2.5 Explain communications channels used in public relations activities.
- 20.2.6 Describe considerations in using databases in marketing communications.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.3: Explain the components of advertisements.

Descriptors:

- 20.3.1 Explain the purpose for each element in an advertisement.
- 20.3.2 Describe the purpose of an ad’s layout.
- 20.3.3 Identify approaches businesses can use with headlines to achieve the ad’s objectives.
- 20.3.4 Explain ways that illustrations in advertisements can focus reader attention on the product.
- 20.3.5 Describe copy techniques that can create desire for a product in a print advertisement.
- 20.3.6 Identify types of information contained in the identification element of advertisements.
- 20.3.7 Explain the importance of coordinating the elements in advertisements.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze whether graphics supplement textual information and promote the author’s purpose.* (Reading Applications: Informational, Technical and Persuasive Text C, 8-10)
- *Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.* (Reading Applications: Informational, Technical and Persuasive Text D, 8-10)
- *Identify and analyze examples of rhetorical devices and valid and invalid inferences.* (Reading Applications: Informational, Technical and Persuasive Text B, 11-12)
- *Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.* (Reading Applications: Informational, Technical and Persuasive Text E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.4: Explain public relations activities.

Descriptors:

- 20.4.1 Identify types of public relations activities.
- 20.4.2 Explain the importance of public relations.
- 20.4.3 Discuss internal and external audiences for public relations activities.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.5: Explain participation in trade shows and expositions to communicate with targeted audiences.

Descriptors:

- 20.5.1 Discuss purposes for trade shows and expositions.

- 20.5.2 Explain how businesses can use trade-show and expositions participation to communicate with targeted audiences.
- 20.5.3 Explain considerations used to evaluate whether to participate in trade shows or expositions.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.6: Explain the nature of a marketing communications plan.

Descriptors:

- 20.6.1 Describe types of promotional plans.
- 20.6.2 Identify the components of a promotional plan.
- 20.6.3 Describe internal and external factors that can affect promotional plans.
- 20.6.4 Explain the need for promotional plans.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.7: Evaluate long-term and short-term results of promotional efforts.

Descriptors:

- 20.7.1 Identify metrics for assessing results of promotional efforts.
- 20.7.2 Implement metrics for assessing results of promotional efforts.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.8: Participate in a company’s community outreach involvement to foster a positive company image and to meet other professionals.

Descriptors:

- 20.8.1 Explain the importance of company involvement in community activities.
- 20.8.2 Propose community issues for company involvement.
- 20.8.3 Participate in community outreach activities.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.9: Assist with preparing promotional messages to targeted audiences.

Descriptors:

- 20.9.1 Complete advertising prep sheets.
- 20.9.2 Proof ads.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.* (Writing Processes F, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.10: Use special events to increase sales.

Descriptors:

- 20.10.1 Plan special events.
- 20.10.2 Prepare the store or department for a special event.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 23.1: Develop marketing communications activities to maximize return on marketing investment.

Descriptors:

- 23.1.1 Develop communications objectives.
- 23.1.2 Develop promotional mix activities.
- 23.1.3 Develop advertising plans to achieve communications objectives.
- 23.1.4 Develop a sales promotion plan for achieving communications objectives.
- 23.1.5 Develop a public relations and publicity plan for achieving communications objectives.
- 23.1.6 Contrast promotional messages with customers' needs.
- 23.1.7 Evaluate the allocation of a promotional effort.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 23.2: Analyze outside agency relationships to aid in promotional planning and development.

Descriptors:

- 23.2.1 Create written briefs for outside agencies.
- 23.2.2 Explain how to assess outside agency relationships (i.e., what to look for when hiring consultants).

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.* (Writing Processes C, 11-12)
- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.* (Writing Processes F, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 23.3: Utilize metrics to measure the effectiveness of marketing communications.

Descriptors:

- 23.3.1 Identify ways of tracking marketing communications activities.
- 23.3.2 Select metrics to measure the effectiveness of marketing communications.
- 23.3.3 Apply metrics to measure the effectiveness of marketing communications.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 23.4: Explain design principles used in advertising layouts to communicate needs to designers.

Descriptors:

- 23.4.1 Describe the use of color in advertisements.
- 23.4.2 Describe the elements of design.
- 23.4.3 Discuss the use of illustrations in advertisements.
- 23.4.4 Discuss the nature of typography.
- 23.4.5 Explain type styles used in advertisements.
- 23.4.6 Describe effective advertising layouts.
- 23.4.7 Identify types of drawing media.
- 23.4.8 Describe digital color concepts.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Analyze whether graphics supplement textual information and promote the author's purpose.* (Reading Applications: Informational, Technical and Persuasive Text C, 8-10)

Unit 8: Economics

BIL: Recommended

EDU:	10	12	AD
	P	R	R

Competency 4.1: Explain fundamental economic concepts to obtain a foundation for employment in business.

Descriptors:

- 4.1.1 Distinguish between economic goods and services.
- 4.1.2 Explain the concept of economic resources.
- 4.1.3 Discuss the determination of income distribution, including poverty and discrimination.
- 4.1.4 Explain how economics is a social science that draws conclusions based on hypotheses, theories and data in order to understand human behavior.
- 4.1.5 Describe the concepts of economic scarcity, choice and economic activities.
- 4.1.6 Determine economic utilities created by business activities.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 4.2: Discuss the interactions of supply, demand and price.

Descriptors:

- 4.2.1 Explain how scarce resources are allocated.
- 4.2.2 Describe how the markets for resources operate and how they determine wage rates, interest and rent.
- 4.2.3 Discuss the concepts of opportunity cost and the production possibility frontier.
- 4.2.4 Explain how consumers make choices.
- 4.2.5 Explain the principles of supply and demand.
- 4.2.6 Discuss the impact of elasticity on demand.
- 4.2.7 Describe the functions of prices in markets.
- 4.2.8 Explain the concept of equilibrium.

- 4.2.9 Describe how markets function.
- 4.2.10 Explain firm behavior in competitive markets.
- 4.2.11 Discuss firm behavior in imperfect markets.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions* (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 4.3: Describe the nature of business to show its contributions to society.

Descriptors:

- 4.3.1 Explain the role of business in society.
- 4.3.2 Describe types of business activities.
- 4.3.3 Explain production theory.
- 4.3.4 Discuss the costs of production.

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 4.4: Differentiate among economic systems to understand the environments in which businesses function.

Descriptors:

- 4.4.1 Explain the types of economic systems.
- 4.4.2 Explain the concept of private enterprise.
- 4.4.3 Identify factors affecting a business' profit.
- 4.4.4 Determine factors affecting business risk.
- 4.4.5 Explain the concept of competition.
- 4.4.6 Describe businesses' market structures.

Correlated Social Studies Academic Content Benchmarks

- *Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them. (Economics A, 9-10)*

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 4.5: Discuss the impact of government on business activities to make informed economic decisions.

Descriptors:

- 4.5.1 Determine the relationship between government and business.
- 4.5.2 Describe the nature of taxes.
- 4.5.3 Discuss the nature of monetary policy.
- 4.5.4 Discuss the supply and demand for money.
- 4.5.5 Explain the role of the Federal Reserve System.
- 4.5.6 Explain the concept of fiscal policies.
- 4.5.7 Discuss the development of aggregate demand and aggregate supply.
- 4.5.8 Apply aggregate demand and aggregate supply.
- 4.5.9 Explain the nature of national income accounts.
- 4.5.10 Describe the effects of fiscal and monetary policies.
- 4.5.11 Discuss the effects of the federal government's budget deficit.
- 4.5.12 Explain the concept of long-run growth and policies that affect business growth.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability. (Economics B, 9-10)*

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 4.6: Discuss productivity to understand its impact on business decision making.

Descriptors:

- 4.6.1 Explain the concept of productivity.
- 4.6.2 Describe the concept of economies of scale.

BIL: Recommended

EDU:	10	12	AD
		P	R

Competency 4.7: Analyze cost/profit relationships to guide business decision making.

Descriptors:

- 4.7.1 Analyze the effects of government expenditures and tax policies on productivity.
- 4.7.2 Analyze the impact of specialization and division of labor on productivity.
- 4.7.3 Explain the economic concepts of efficiency and equity.
- 4.7.4 Explain the concept of organized labor and business.
- 4.7.5 Explain the impact of the law of diminishing returns.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

BIL: Recommended

EDU:	10	12	AD
	P	R	R

Competency 4.8: Explain economic indicators to measure economic trends and conditions.**Descriptors:**

- 4.8.1 Explain measures used to analyze economic conditions, including the level of income, the level of employment, the unemployment rate, the natural rate of unemployment, the price level, the inflation rate, productivity and the rate of interest.
- 4.8.2 Compare real and nominal magnitudes.
- 4.8.3 Describe the concept of price stability as an economic measure.
- 4.8.4 Explain the basics of macroeconomic instability theories.
- 4.8.5 Discuss the measure of consumer spending as an economic indicator.
- 4.8.6 Discuss the impact of a nation's unemployment rates.
- 4.8.7 Describe the economic impact of inflation on business.
- 4.8.8 Explain unemployment and inflation tradeoffs.
- 4.8.9 Explain the economic impact of interest rate fluctuations.
- 4.8.10 Determine the impact of business cycles on business activities.
- 4.8.11 Explain how monetary and fiscal policies can be used to regulate business cycles.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 4.9: Determine global trade's impact on business decision making.**Descriptors:**

- 4.9.1 Explain the nature of global trade.
- 4.9.2 Describe how to create comparative advantage.
- 4.9.3 Explain the determinants of global trade flows.
- 4.9.4 Describe the determinants of exchange rates and their effects on the domestic economy.

- 4.9.5 Discuss the impact of cultural and social environments on world trade.
- 4.9.6 Explain labor issues associated with global trade.
- 4.9.7 Describe the impact of regional trade organizations on global trade.
- 4.9.8 Apply economic reasoning to better understand and critically evaluate real world circumstances and events.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.* (Economics C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 4.10: Identify the effects of global trade on retailing.

Descriptors:

- 4.10.1 Discuss theories associated with the evolution of retail competition.
- 4.10.2 Explain current retail trends driven by global trade.

Correlated Social Studies Academic Content Benchmarks

- *Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.* (Economics C, 11-12)

BIL: Recommended

EDU:	10	12	AD
	I	P	R

Competency 4.11: Describe the evolution of retailing to demonstrate knowledge of the retail environment.

Descriptors:

- 4.11.1 Describe the historical development of retailing.
- 4.11.2 Explain reasons for the changes in retailing.
- 4.11.3 Describe classifications of retailers.
- 4.11.4 Describe advantages and disadvantages associated with each retailer classification.
- 4.11.5 Explain the growth of non-store retailing.

Correlated English Language Arts Academic Content Benchmarks

- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*

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Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

Second Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Second Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

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SCOPE AND SEQUENCE

Third Nine Weeks

Unit 9: Pricing

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 18.1: Explain pricing activities to show command of their role in marketing.

Descriptors:

- 18.1.1 Explain the nature and scope of the pricing function.
- 18.1.2 Describe the role of business ethics in pricing.
- 18.1.3 Explain the use of technology in the pricing function.
- 18.1.4 Explain legal considerations for pricing.
- 18.1.5 Explain factors affecting pricing decisions (e.g., pricing standards, client attitudes, consumer purchase cycles [frequency and quantities purchased], brand positioning, competition and costs).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 21.1: Employ pricing strategies to determine optimal prices.

Descriptors:

- 21.1.1 Determine the cost of a product (break-even, ROI, markup).
- 21.1.2 Calculate break-even.
- 21.1.3 Establish pricing objectives.
- 21.1.4 Select pricing policies.
- 21.1.5 Determine discounts and allowances that can be used to adjust base prices.
- 21.1.6 Determine terms of trading.
- 21.1.7 Set prices.
- 21.1.8 Adjust prices to maximize profitability.

Correlated Mathematics Academic Content Benchmarks

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 21.2: Assess pricing strategies to identify needed changes and to improve profitability.**Descriptors:**

- 21.2.1 Compare prices with those of competitors.
- 21.2.2 Ensure price fairness.
- 21.2.3 Evaluate pricing decisions.
- 21.2.4 Determine price sensitivity.
- 21.2.5 Assess changes in price structure.
- 21.2.6 Analyze variances to planned pricing.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)

- *Describe and interpret rates of change from graphical and numerical data. (Patterns, Functions and Algebra J, 8-10)*
- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*

Unit 10: Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 1.2: Discuss the integration of management functions into an organization.

Descriptors:

- 1.2.1 Discuss the importance of vision, mission and goal setting within the context of the business environment.
- 1.2.2 Describe the role of the strategic planning process within an organization.

Unit 11: Emotional Intelligence

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 8.1: Explain the concept of emotional intelligence.

Descriptors:

- 8.1.1 Describe self-understanding and self-assessment.
- 8.1.2 Explain the concept of self-esteem.
- 8.1.3 Assess personal strengths and weaknesses.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 8.2: Explain the role of personality traits in the workplace.

Descriptors:

- 8.2.1 Identify desirable personality traits important to business.
- 8.2.2 Exhibit self-confidence.

- 8.2.3 Demonstrate interest and enthusiasm.
- 8.2.4 Demonstrate initiative.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 8.6: Manage internal and external business relationships.

Descriptors:

- 8.6.1 Treat others fairly at work.
- 8.6.2 Foster positive working relationships.
- 8.6.3 Participate in the organization’s community outreach activities.
- 8.6.4 Mentor fellow workers.

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 8.9: Recognize personal biases and stereotypes.

Descriptors:

- 8.9.1 Identify situations in which discrimination exists.
- 8.9.2 Describe consequences of discrimination.
- 8.9.3 Explain how federal laws protect against discrimination.
- 8.9.4 Describe steps for identifying personal biases and stereotypes.
- 8.9.5 Explain why diversity is an asset to an organization.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
Correlated Social Studies Academic Content Benchmarks
- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.10: Apply time management principles.

Descriptors:

- 8.10.1 Describe time management concepts (e.g., stress, procrastination, free time, weekly master list, technology, prioritizing, delegating, to-do list).
- 8.10.2 Explain time management processes.

- 8.10.3 List benefits of time management.
- 8.10.4 Utilize current technology as a tool for time management.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.12: Apply decision making techniques.

Descriptors:

- 8.12.1 Identify the decision to be made.
- 8.12.2 Identify the appropriate alternatives and consequences.
- 8.12.3 Make the decision based on facts, legality, ethics, goals and culture.
- 8.12.4 Apply time factors.
- 8.12.5 Present the decision to be implemented.
- 8.12.6 Evaluate the decision.
- 8.12.7 Accept responsibility for the decision.

Correlated English Language Arts Academic Content Benchmarks

- *Give presentations using a variety of delivery methods, visual displays and technology.*
(Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Unit 12: Financial Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 13.1: Acquire foundational knowledge of finance to recognize its contribution to a business.

Descriptors:

- 13.1.1 Explain the role of finance in business.
- 13.1.2 Discuss the role of ethics in finance.
- 13.1.3 Explain legal considerations for finance.

Unit 13: Technology

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.10: Use presentation software.

Descriptors:

- 14.10.1 Identify the capabilities of presentation software.
- 14.10.2 Describe the characteristics of effective presentation documents.
- 14.10.3 Enter and store text into a presentation document.
- 14.10.4 Import graphics into a presentation document.
- 14.10.5 Develop builds and transitions for screens and/or slides.
- 14.10.6 Retrieve and edit screens and/or slides.
- 14.10.7 Add/Delete screens and/or slides.
- 14.10.8 Create presentations that are compelling, professional and visually appealing.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.* (Writing Processes F, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 14.12: Create basic spreadsheets.

Descriptors:

- 14.12.1 Describe the components of a spreadsheet.
- 14.12.2 Identify the capabilities of spreadsheet software.
- 14.12.3 Format spreadsheets.
- 14.12.4 Use basic formulas.
- 14.12.5 Enter and store data in a spreadsheet file.
- 14.12.6 Retrieve, edit and print data from a spreadsheet.
- 14.12.7 Create charts and graphs using information in a spreadsheet.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to*

model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.13: Use advanced spreadsheet functions to communicate information.

Descriptors:

- 14.13.1 Sort rows alphabetically or numerically.
- 14.13.2 Select items that match specified selection criteria.
- 14.13.3 Use desktop publishing features offered in the spreadsheet application.
- 14.13.4 Create macros with the spreadsheet application.
- 14.13.5 Utilize statistics functions in spreadsheets.
- 14.13.6 Link files and 3D sheets.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 14.14: Use advanced spreadsheet functions to analyze financial and business data.

Descriptors:

- 14.14.1 Use the Future Value function.
- 14.14.2 Use the Payment function.
- 14.14.3 Use the Goal Seek function.
- 14.14.4 Use the Solver function.
- 14.14.5 Use the Pivot Tables function.
- 14.14.6 Use the IF function.
- 14.14.7 Use the SUMIF function.
- 14.14.8 Use the Lookup function.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)*

- Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)
- Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)

Unit 14: Information Management

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 15.5: Acquire information to guide business decision making.

Descriptors:

- 15.5.1 Describe current business trends.
- 15.5.2 Monitor internal records for business information.
- 15.5.3 Conduct an environmental scan to obtain business information.
- 15.5.4 Utilize statistics functions in spreadsheets to analyze data to assist in decision making for solving business issues.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

Unit 15: Human Resources Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 19.1: Describe human resources management’s functions and importance to an organization.

Descriptors:

- 19.1.1 Identify responsibilities of the human resources management unit.
- 19.1.2 Explain the role of ethics in human resources management.

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 19.2: Implement organizational skills to facilitate the work efforts of others.

Descriptors:

- 19.2.1 Delegate work to others.
- 19.2.2 Schedule employees.
- 19.2.3 Assist employees with prioritizing work responsibilities.

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.3: Coordinate efforts of cross-functional teams to achieve project and company goals

Descriptors:

- 19.3.1 Manage collaborative efforts.
- 19.3.2 Move employees into and out of projects.
- 19.3.3 Harmonize tasks, projects and employees in the context of business priorities.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.4: Screen job applications and résumés.**Descriptors:**

- 19.4.1 Describe the characteristics of an effective employment application.
- 19.4.2 Establish selection criteria for screening résumés.
- 19.4.3 Apply selection criteria for screening résumés.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.6: Recognize and reward employees.**Descriptors:**

- 19.6.1 Discuss the relationship between employee recognition and employee morale.
- 19.6.2 Identify techniques that can be used to recognize and reward employees.
- 19.6.3 Explain the benefits associated with recognizing and rewarding employees.
- 19.6.4 Discuss challenges associated with recognizing and rewarding employees.
- 19.6.5 Explain job factors affecting employee morale.
- 19.6.6 Describe employee factors that affect employee morale.
- 19.6.7 Explain management's role in building employee morale.
- 19.6.8 Describe ways that management can improve employee morale.
- 19.6.9 Align employee recognition and reward with particular events and occasions.
- 19.6.10 Employ recognition and reward techniques.

International Business & Marketing
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STUDENT ASSESSMENTS

Third Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

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At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Third Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

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SCOPE AND SEQUENCE

Fourth Nine Weeks

Unit 16: Entrepreneurship

BIL: Recommended

EDU:	10	12	AD
	I	P	R

Competency 2.1: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.

Descriptors:

- 2.1.1 Explain the need for entrepreneurial discovery strategies to generate feasible ideas for business ventures.
- 2.1.2 Discuss the entrepreneurial discovery processes.
- 2.1.3 Assess global trends and opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 2.2: Develop a concept for a new business venture to evaluate its success potential.

Descriptors:

- 2.2.1 Describe entrepreneurial planning considerations.
- 2.2.2 Explain tools used by entrepreneurs for venture planning.
- 2.2.3 Assess start-up requirements.
- 2.2.4 Assess risks associated with the venture.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)*
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

Unit 17: Professional Development

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.1: Acquire self-development skills.

Descriptors:

- 9.1.1 Maintain appropriate personal appearance.
- 9.1.2 Set personal goals.
- 9.1.3 Maintain personal health (e.g., physical and psychological).

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.2: Participate in career planning.

Descriptors:

- 9.2.1 Assess personal interests and skills needed for success in business.
- 9.2.2 Analyze employer expectations in the business environment.
- 9.2.3 Identify sources of career information.
- 9.2.4 Identify a tentative occupational interest.
- 9.2.5 Explain employment opportunities in business.
- 9.2.6 Describe techniques for obtaining work experience (e.g., volunteer activities, internships).

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
http://www.ohiorc.org/content_stds/ohio_stds/standards/?type=3&std=422&disc=3&page=1

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.3: Explore professional development opportunities.

Descriptors:

- 9.3.1 Research continuing education courses or programs available to enhance skills, to remain current in the profession and for career advancement.
- 9.3.2 Describe certifications for business professionals.
- 9.3.3 Identify professional association opportunities and resources (e.g., education opportunities, networking, conferences, newsletters, publications).
- 9.3.4 Build internal and external mentor relationships.
- 9.3.5 Use Web sites for professional development.
- 9.3.6 Identify internal and external networking opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.4: Explore career advancement activities.

Descriptors:

- 9.4.1 Explain the need for ongoing education as a worker.
- 9.4.2 Explain possible advancement patterns for jobs.
- 9.4.3 Identify skills needed to enhance career progression.

Unit 18: Project Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.1: Describe project management.

Descriptors:

- 18.1.1 Describe common project characteristics.
- 18.1.2 Describe the role of the project manager.
- 18.1.3 Describe the interpersonal skills that a successful project manager needs.
- 18.1.4 Summarize the reasons why an organization would use a project-based plan and for what purpose.
- 18.1.5 Define the roles of project stakeholders.
- 18.1.6 Define common project inputs and outputs.
- 18.1.7 Explain how a project team meets project requirements.
- 18.1.8 Describe a project management system.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.2: Describe a project life cycle.

Descriptors:

- 18.2.1 Describe characteristics of a project life cycle.
- 18.2.2 Explain how project life cycles can vary.
- 18.2.3 Explain what each life cycle generally defines (e.g., technical work to do, when the deliverables are to be generated, who is involved in each phase).

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.3: Explain standard project management processes.

Descriptors:

- 18.3.1 Identify the stages of project management processes (i.e., initiate, plan, execute, control, close).
- 18.3.2 Explain the interrelationships among the project management processes.
- 18.3.3 Explain selection decisions needed for project management processes.

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.4: Employ processes to initiate a project.

Descriptors:

- 18.4.1 Describe the initiation process.
- 18.4.2 Describe the types of documentation that are typically generated during the initiation process.
- 18.4.3 Explain the purpose for the project charter.
- 18.4.4 Prepare a preliminary project scope statement.
- 18.4.5 Determine the project's economic feasibility.
- 18.4.6 Determine the project's goals.
- 18.4.7 Determine the project's deliverables.
- 18.4.8 Determine the project's process outputs.
- 18.4.9 Document the project's constraints.
- 18.4.10 Document the project's assumptions.
- 18.4.11 Determine the project's strategy.
- 18.4.12 Identify performance criteria for the project.
- 18.4.13 Determine the project's resource requirements.
- 18.4.14 Set the project's budget.
- 18.4.15 Produce formal documents to initiate a project.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the features and structures of documents and critique them for their effectiveness.*

(Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.5: Employ processes to plan a project.

Descriptors:

- 18.5.1 Describe the processes needed to plan a project.
- 18.5.2 Explain the components of a project management plan.
- 18.5.3 Explain the factors that are considered when determining a project's scope.
- 18.5.4 Discuss the purpose for and components of a work breakdown structure (WBS).
- 18.5.5 Describe the outputs needed for defining and sequencing activities.
- 18.5.6 Describe the outputs needed for activity resource estimating.
- 18.5.7 Describe how a schedule is developed.
- 18.5.8 Determine the information and communication needs of stakeholders.
- 18.5.9 Explain the importance of human resources planning for a project.
- 18.5.10 Describe the inputs needed to estimate a project's cost.
- 18.5.11 Describe how a cost baseline is reached.
- 18.5.12 Identify a project's quality standards and determine how to meet them.
- 18.5.13 Determine roles, responsibilities and reporting relationships of project team members.
- 18.5.14 Determine a project's risk management activities.
- 18.5.15 Analyze the effects of potential risks on a project's objectives.
- 18.5.16 Develop action plans to reduce threats posed by a project's risks.
- 18.5.17 Develop a project procurement plan.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.6: Employ processes to execute a project.

Descriptors:

- 18.6.1 Explain the processes needed to execute a project.
- 18.6.2 Describe variances that can cause re-planning during the execution of a project.
- 18.6.3 Describe common outputs generated during a project’s execution.
- 18.6.4 Discuss how quality assurance is performed during a project’s execution.
- 18.6.5 Create a process for selecting a project’s sellers and vendors.
- 18.6.6 Communicate a project’s progress.

Correlated English Language Arts Academic Content Benchmarks

- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.7: Employ processes to monitor and control a project.

Descriptors:

- 18.7.1 Explain how the monitoring and controlling process functions throughout a project.
- 18.7.2 Describe the steps in monitoring and controlling project work (i.e., collecting, measuring and disseminating information; risk monitoring; status reporting).
- 18.7.3 Establish integrated change control measures (e.g., approving or rejecting changes, determining whether changes occurred).
- 18.7.4 Control changes to a project’s scope and schedule.
- 18.7.5 Control changes to a project budget.
- 18.7.6 Monitor a project’s results to ensure that relevant standards are met.
- 18.7.7 Track the team’s performance a on project.

- 18.7.8 Perform risk monitoring and control tasks.
- 18.7.9 Prepare a performance report.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.8: Employ processes to manage a project’s costs.

Descriptors:

- 18.8.1 Prepare an annual baseline plan budget, broken down by time period, task and cost.
- 18.8.2 Develop an estimate of each task’s cost.
- 18.8.3 Use tools to control the budget and expenses (e.g., project management systems, spreadsheets, manual and automated financial systems).
- 18.8.4 Use statistical tools to calculate the probabilities of meeting the project’s costs.
- 18.8.5 Devise risk management methods to handle cost variances.
- 18.8.6 Control changes to the project’s budget.
- 18.8.7 Monitor project changes that affect the budget.
- 18.8.8 Revise the project’s budget as necessary.
- 18.8.9 Use cost performance reporting tools to control the project’s expenditures.
- 18.8.10 Determine which tasks are on or off the baseline budget and whether cash flows are affected.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Make predictions based on theoretical probabilities and experimental results.* (Data Analysis and Probability K, 8-10)

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.9: Employ processes to manage a project’s quality.

Descriptors:

- 18.9.1 Determine which quality control standards are relevant to the project.
- 18.9.2 Develop a quality management plan that quantifies and coordinates the activities and assesses the effectiveness, efficiency and quality of the system.
- 18.9.3 Conduct quality assurance activities to ensure that the project will satisfy the quality standards.
- 18.9.4 Manage the technical quality of the system by using walkthroughs, reviews, testing, defect removal, and independent validations and verification.
- 18.9.5 Act on negative results detected during quality control activities.

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.10: Distribute project information.

Descriptors:

- 18.10.1 Determine the information and communication needs of stakeholders (e.g., what information, when it is needed, how and to whom it should be provided).
- 18.10.2 Develop a project communications plan.
- 18.10.3 Make necessary information available to project stakeholders in a concise and timely fashion (e.g., using verbal, textual and graphical reporting tools).
- 18.10.4 Use earned value analysis to compare present status with the baseline to forecast future trends.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that is legible, follows an appropriate format and uses*

techniques such as electronic resources and graphics. (Writing Processes F, 8-10)

- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas.* (Mathematical Processes E, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.13: Employ processes to close a project.

Descriptors:

- 18.13.1 Describe the processes needed for closing a project.
- 18.13.2 Preserve a project's records and tools.
- 18.13.3 Document "lessons learned" from the project.
- 18.13.4 Complete all contracts.
- 18.13.5 Conduct a post-project audit to ensure that the actuals, risks, general findings and "lessons learned" are documented and disseminated, to support a continuous learning culture.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Unit 19: Product Service Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.1: Explain product and service management activities to show command of their nature and scope.

Descriptors:

- 19.1.1 Explain the nature and scope of the product and service management function.
- 19.1.2 Identify the impact of product life cycles on marketing decisions.
- 19.1.3 Describe the use of technology in the product and service management function.
- 19.1.4 Explain business ethics in product and service management.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.2: Generate product ideas to contribute to ongoing business success.

Descriptors:

- 19.2.1 Identify product opportunities.
- 19.2.2 Identify methods or techniques for generating a product idea.
- 19.2.3 Generate product ideas.
- 19.2.4 Determine the initial feasibility of the product idea.
- 19.2.5 Adjust the idea to create functional product.
- 19.2.6 Identify a champion to push ideas through to fruition.
- 19.2.7 Create processes for ongoing opportunity recognition.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 19.3: Apply quality assurances to enhance product and/or service offerings.

Descriptors:

- 19.3.1 Describe the uses of grades and standards in marketing.
- 19.3.2 Explain warranties and guarantees.
- 19.3.3 Identify consumer protection provisions of appropriate agencies.
- 19.3.4 Evaluate customer experience.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.* (Data Analysis and Probability C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.4: Employ product mix strategies to meet customer expectations.

Descriptors:

- 19.4.1 Explain the concept of product mix.
- 19.4.2 Describe the nature of product bundling.
- 19.4.3 Identify a product to fill a customer’s need.
- 19.4.4 Plan a product mix.
- 19.4.5 Determine services to provide customers.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.5: Position products and services to acquire the desired business image.

Descriptors:

- 19.5.1 Describe factors that marketers use to position products and services.
- 19.5.2 Explain the nature of product and service branding.
- 19.5.3 Explain the role of customer service in positioning and image.
- 19.5.4 Develop strategies for positioning products and services.
- 19.5.5 Build a product and/or service brand.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 19.6: Position the company to acquire a desired business image.

Descriptors:

- 19.6.1 Explain the nature of corporate branding.
- 19.6.2 Describe factors used by businesses to position corporate brands.
- 19.6.3 Develop strategies for positioning corporate brands.
- 19.6.4 Build corporate brands

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 22.1: Employ product mix strategies to meet customer expectations.

Descriptors:

- 22.1.1 Analyze product needs and opportunities.
- 22.1.2 Adapt product range to the needs of targeted market segments.
- 22.1.3 Develop product search methods.
- 22.1.4 Determine product priorities.
- 22.1.5 Monitor market innovations.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Develop an understanding of properties of and representations for addition and multiplication of vectors and matrices.* (Number, Number Sense and Operations B, 11-12)
- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.* (Data Analysis and Probability C, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 22.2: Employ product development processes to maintain an up-to-date product pipeline.

Descriptors:

- 22.2.1 Explain new product development processes.
- 22.2.2 Determine product development objectives.
- 22.2.3 Evaluate and process innovations.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)*

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 22.3: Plan and evaluate product and service management activities to facilitate product development.

Descriptors:

- 22.3.1 Create a product and brand plan.
- 22.3.2 Plan and manage the product and brand lifecycle.
- 22.3.3 Develop a new product launch plan.
- 22.3.4 Coordinate product and service launches.
- 22.3.5 Evaluate product and service launches.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)*

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 22.4: Assess product and service management activities to increase profitability.

Descriptors:

- 22.4.1 Evaluate alternative marketing techniques and procedures for achieving product development objectives.
- 22.4.2 Evaluate the product mix.
- 22.4.3 Assess product development activities.
- 22.4.4 Conduct a product and brand audit.

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 22.5: Assess product packaging to improve its function and to improve its brand recognition.

Descriptors:

- 22.5.1 Assess product packaging requirements.
- 22.5.2 Evaluate the graphic design on packages.
- 22.5.3 Evaluate the adequacy of product packaging.
- 22.5.4 Conduct reviews of product packaging.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze whether graphics supplement textual information and promote the author’s purpose.* (Reading Applications: Informational, Technical and Persuasive Text C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 22.6: Position products and services to align with the brand image.

Descriptors:

- 22.6.1 Develop a positioning concept for a new product idea.
- 22.6.2 Communicate the core values of a product or service.
- 22.6.3 Identify a product’s or service’s competitive advantage.
- 22.6.4 Leverage a product’s or service’s competitive advantage.

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

Fourth Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Fourth Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

SCOPE AND SEQUENCE

Fifth Nine Weeks

Unit 20: Professional Development

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 12.1: Acquire self-development skills to enhance relationships and to improve efficiency in the work environment.

Descriptors:

- 12.1.1 Maintain appropriate personal appearance.
- 12.1.2 Set personal goals.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.2: Utilize critical thinking skills to determine the best options and/or outcomes.

Descriptors:

- 12.2.1 Explain the need for innovation skills.
- 12.2.2 Make decisions.
- 12.2.3 Demonstrate problem solving skills.
- 12.2.4 Demonstrate appropriate creativity.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 12.3: Participate in career planning to enhance job success potential.

Descriptors:

- 12.3.1 Assess personal interests and skills needed for success in business.
- 12.3.2 Analyze employer expectations in the business environment.
- 12.3.3 Explain the rights of workers.
- 12.3.4 Identify sources of career information.
- 12.3.5 Identify tentative occupational interests.
- 12.3.6 Explain employment opportunities in business.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 12.4: Implement job seeking skills to obtain employment.

Descriptors:

- 12.4.1 Utilize job search strategies.
- 12.4.2 Complete a job application.
- 12.4.3 Interview for a job.
- 12.4.4 Write a follow-up letter after a job interview.
- 12.4.5 Write a letter of application.
- 12.4.6 Prepare a résumé.
- 12.4.7 Develop correspondence appropriate to the job search.
- 12.4.8 Use networking techniques.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (Writing Processes F, 11-12)*
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. (Communication: Oral and Visual D, 8-10)*

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 12.5: Utilize career advancement activities to enhance professional development.

Descriptors:

- 12.5.1 Describe techniques for obtaining work experience (e.g., volunteer activities, internships).
- 12.5.2 Explain the need for ongoing education as a worker.
- 12.5.3 Explain possible advancement patterns for jobs.
- 12.5.4 Identify skills needed to enhance career progression.

12.5.5 Utilize resources that can contribute to professional development (e.g., trade journals and periodicals, professional and trade associations, classes and seminars, trade shows, and mentors).

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.6: Explain responsibilities in marketing to demonstrate ethical and legal behavior.

Descriptors:

- 12.6.1 Explain the need for professional and ethical standards in marketing.
- 12.6.2 Explain the responsibility of individuals to apply ethical standards in marketing.
- 12.6.3 Explain consequences of unprofessional and/or unethical behavior in marketing.
- 12.6.4 Discuss legal ramifications of breaching rules and regulations.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.7: Acquire information about marketing management to aid in making career choices.

Descriptors:

- 12.7.1 Explain the nature of marketing management.
- 12.7.2 Explain career opportunities in marketing management.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.8: Acquire information about merchandising to aid in making career choices.
Descriptors:

- 12.8.1 Identify career opportunities in retailing.
- 12.8.2 Explain the roles and responsibilities of retailers.
- 12.8.3 Identify retailing activities.
- 12.8.4 Describe classifications of retailers.
- 12.8.5 Explain the growth of non-store retailing.
- 12.8.6 Describe the role of merchandisers in retailing.
- 12.8.7 Explain career opportunities in merchandising.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.9: Acquire information about the marketing research industry to aid in making career choices.

Descriptors:

- 12.9.1 Identify career opportunities in marketing research.
- 12.9.2 Explain the roles and responsibilities of marketing researchers.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.10: Acquire information about the sales industry to aid in making career choices.

Descriptors:

- 12.10.1 Explain the nature of professional selling and sales management.
- 12.10.2 Explain employment opportunities in professional selling and sales management.
- 12.10.3 Discuss the economic and social effects of professional selling.
- 12.10.4 Describe traits important to employees’ success in professional sales and sales management.
- 12.10.5 Analyze professional selling careers to determine areas of interest.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	I	P

Competency 17.1: Function as a self-managed marketer to demonstrate professional effectiveness.

Descriptors:

- 17.1.1 Organize tasks.
- 17.1.2 Meet deadlines.
- 17.1.3 Make plans.
- 17.1.4 Evaluate progress.
- 17.1.5 Accept responsibility for actions.
- 17.1.6 Report progress.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 17.2: Utilize career advancement activities to enhance professional development in marketing.

Descriptors:

- 17.2.1 Participate in marketing professional organizations.
- 17.2.2 Utilize professional development opportunities in marketing (e.g., continuing education courses, certifications, journals, online activities or courses).
- 17.2.3 Employ career advancement strategies in marketing.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Unit 21: Risk Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.1: Explain types of risk.

Descriptors:

- 6.1.1 Identify types of risks to a business or a project (i.e., political, regulatory, cultural, global, environmental, financial).
- 6.1.2 Explain how risk affects a business or project.
- 6.1.3 Explain common workplace security risks (e.g., theft, corporate espionage, vandalism, technology, violence).
- 6.1.4 Identify workplace incident and emergency response risks (e.g., natural disasters, safety threats).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 6.2: Abide by risk management policies and procedures for technology.

Descriptors:

- 6.2.1 Adhere to security policies for technology (e.g., acceptable use policy, Web page policies).
- 6.2.2 Apply ergonomic techniques to technology tasks.
- 6.2.3 Adhere to federal and state laws that apply to technological security, including laws pertaining to computer crime, fraud and abuse.
- 6.2.4 Follow procedures used to restart and recover from computer problems (e.g., system failure, virus infection).
- 6.2.5 Follow policies regarding controls for preventing loss of data integrity and other information resources.

Correlated English Language

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

BIL: Recommended

EDU:	10	12	AD
	I	P	R

Competency 6.3: Determine potential business threats and opportunities to protect and foster a business' financial well-being.

Descriptors:

- 6.3.1 Identify speculative business risks.
- 6.3.2 Identify types of threats that occur in the workplace.
- 6.3.3 Describe the importance of being prepared to deal with workplace threats.
- 6.3.4 Explain steps to take to deal with workplace threats.
- 6.3.5 Explain measures that can be taken to prevent workplace threats.
- 6.3.6 Develop procedures for dealing with workplace threats.
- 6.3.7 Identify types of unsafe conditions in a business environment (e.g., air, construction).
- 6.3.8 Describe the importance of fire prevention programs.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: Recommended

EDU:	10	12	AD
			P

Competency 6.4: Develop risk management policies.

Descriptors:

- 6.4.1 Identify potential security issues.
- 6.4.2 Align risk management techniques with risks.
- 6.4.3 Establish policies for protecting company information and intangibles.
- 6.4.4 Establish policies for maintaining a non-hostile work environment.
- 6.4.5 Establish policies and procedures for maintaining physical security of the work environment.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: Recommended

EDU:	10	12	AD
			P

Competency 6.5: Transfer business risk.

Descriptors:

- 6.5.1 Evaluate appropriate levels of insurance for a business.
- 6.5.2 Obtain insurance coverage.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 6.6: Implement security policies and procedures.

Descriptors:

- 6.6.1 Identify security risks.
- 6.6.2 Explain routine security precautions.
- 6.6.3 Follow established security procedures and policies.
- 6.6.4 Protect company information and intangibles.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 6.7: Adhere to health and safety regulations.

Descriptors:

- 6.7.1 Describe health and safety regulations in business.
- 6.7.2 Identify internal noncompliance with business health and safety regulations.
- 6.7.3 Describe the role of OSHA in company safety.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 6.8: Implement safety procedures.

Descriptors:

- 6.8.1 Follow instructions for using equipment, tools and machinery.
- 6.8.2 Follow safety precautions.
- 6.8.3 Maintain a safe work environment.
- 6.8.4 Explain procedures for handling accidents.
- 6.8.5 Handle and report emergency situations.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension. (Reading Process C, 8-10; Reading Process C, 11-12)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 6.9: Determine needed policies and procedures to protect employee and customer safety.

Descriptors:

- 6.9.1 Identify potential safety issues.
- 6.9.2 Establish safety policies and procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

Unit 22: Technology

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.1: Assess the impact of technology on business activities.

Descriptors:

- 14.1.1 Identify ways that technology impacts business.
- 14.1.2 Explain the scope of data communications tools.
- 14.1.3 Explain the role of information systems in organizations.
- 14.1.4 Explain the importance of emerging technologies and their applications to business.
- 14.1.5 Analyze the ethical, social and political impact of information systems.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 14.19: Identify hardware and software system requirements that match business needs.

Descriptors:

- 14.19.1 Explain considerations in selecting hardware and software.
- 14.19.2 Discuss sources for hardware and software system requirement information.
- 14.19.3 Establish specifications for selecting hardware and software systems.
- 14.19.4 Determine the venture's information technology needs.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.20: Develop the skills and knowledge needed to obtain technical support services.

Descriptors:

- 14.20.1 Use a logical and structured approach to isolate and identify problem sources and to resolve problems.
- 14.20.2 Use resources for identifying and resolving problems (e.g., hardware, software, online).
- 14.20.3 Use technical language to communicate with support technicians.
- 14.20.4 Recognize the need to keep up-to-date technologically.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Explain the influence of the English language on world literature, communications and popular culture.* (Acquisition of Vocabulary C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.21: Exhibit legal and ethical behaviors when using technologies.

Descriptors:

- 14.21.1 Adhere to the organization’s policies for technology use.
- 14.21.2 Describe the consequences of illegal and unethical use of technology.
- 14.21.3 Explain property, privacy, access and accuracy issues pertaining to technology.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions* (Social Studies Skills and Methods B, 11-12)

Unit 23: Information Management

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 15.1: Apply information literacy skills to the workplace.

Descriptors:

- 15.1.1 Explain legal issues associated with the use of information.
- 15.1.2 Assess information needs.
- 15.1.3 Obtain needed information efficiently.
- 15.1.4 Evaluate the quality and the source of information.
- 15.1.5 Apply information to accomplish a task.
- 15.1.6 Store information for future use.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from*

multiple sources. (Research C, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 15.2: Acquire a foundational knowledge of information management to recognize its contribution to a business.

Descriptors:

- 15.2.1 Discuss the purposes for information management.
- 15.2.2 Explain the role of ethics in information management.
- 15.2.3 Explain legal issues associated with information management.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 15.4: Manage records.

Descriptors:

- 15.4.1 Prepare a filing system appropriate for the media and the documents being stored.
- 15.4.2 Prepare a retention system appropriate for the media and the documents being stored.
- 15.4.3 Identify the best method of records management (e.g., paper, electronic, geographic, chronological and alphabetical).
- 15.4.4 Perform electronic and manual filing operations.
- 15.4.5 Retrieve files.
- 15.4.6 Archive information according to retention procedures.
- 15.4.7 Perform a periodic audit of records (e.g., retention, purge, security, storage method).

Unit 24: Human Resources Management

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.4: Screen job applications and résumés.

Descriptors:

- 19.4.1 Describe the characteristics of an effective employment application.
- 19.4.2 Establish selection criteria for screening résumés.
- 19.4.3 Apply selection criteria for screening résumés.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.5: Coach employees.

Descriptors:

- 19.5.1 Discuss reasons for coaching employees.
- 19.5.2 Explain coaching techniques.
- 19.5.3 Select and apply coaching techniques.

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.6: Recognize and reward employees.

Descriptors:

- 19.6.1 Discuss the relationship between employee recognition and employee morale.
- 19.6.2 Identify techniques that can be used to recognize and reward employees.
- 19.6.3 Explain the benefits associated with recognizing and rewarding employees.
- 19.6.4 Discuss challenges associated with recognizing and rewarding employees.
- 19.6.5 Explain job factors affecting employee morale.

- 19.6.6 Describe employee factors that affect employee morale.
- 19.6.7 Explain management’s role in building employee morale.
- 19.6.8 Describe ways that management can improve employee morale.
- 19.6.9 Align employee recognition and reward with particular events and occasions.
- 19.6.10 Employ recognition and reward techniques.

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.7: Supervise staff.

Descriptors:

- 19.7.1 Explain staff supervision techniques.
- 19.7.2 Discuss the need for ongoing staff supervision.
- 19.7.3 Monitor staff performance.
- 19.7.4 Implement staff supervision techniques.

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.*
(Communication: Oral and Visual C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.8: Ensure equitable opportunities for employees.

Descriptors:

- 19.8.1 Explain how the U.S. work force has changed from being described as a “melting pot” to a “salad bowl”.
- 19.8.2 Cite demographic factors that have created diversity in the work force and in the workplace.
- 19.8.3 Identify attitudinal factors that have created diversity in the work force and in the workplace.
- 19.8.4 Describe legislative factors that promote and protect diversity in the work force and in the workplace.
- 19.8.5 Explain the importance of managing diversity in the workplace.
- 19.8.6 Describe goals for managing diversity in the workplace.
- 19.8.7 Explain how the characteristics of a business affect the ways diversity is managed.
- 19.8.8 Compare benefits and challenges of diverse staffing.
- 19.8.9 Assess diversity strategies.
- 19.8.10 Explain procedures for providing an equitable work environment for employees.
- 19.8.11 Assess equity of opportunities provided to employees.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.9: Assess employee performance.

Descriptors:

- 19.9.1 Explain purposes for employee performance assessments.
- 19.9.2 Identify factors to consider when assessing employee performance.
- 19.9.3 Describe types of employee assessments.
- 19.9.4 Explain considerations in assessing employee performance.
- 19.9.5 Research the legal consequences of using performance appraisals to terminate or demote employees.
- 19.9.6 Explain procedures for assessing employee performance.
- 19.9.7 Implement periodic, informal performance appraisals.
- 19.9.8 Assist supervisors and employees in recognizing the goals of a performance appraisal.
- 19.9.9 Use performance appraisal tools.
- 19.9.10 Demonstrate procedures for assessing employee performance.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 19.10: Discipline employees.

Descriptors:

- 19.10.1 Distinguish between preventive and corrective discipline.
- 19.10.2 Discuss progressive discipline and the levels of punitive measures involved.
- 19.10.3 Compare and contrast standard business disciplinary practices (e.g., administrative leave, termination).
- 19.10.4 Explain reasons for disciplining employees.
- 19.10.5 Identify factors that affect decisions for employee discipline and the level of punishment.
- 19.10.6 Examine the relationship between the effectiveness of performance appraisals and employee discipline.
- 19.10.7 Describe when employees should be disciplined.

- 19.10.8 Explain the consequences of disciplining employees.
- 19.10.9 Discuss legal restrictions on disciplining employees.
- 19.10.10 Explain guidelines for disciplining employees.
- 19.10.11 Implement guidelines for disciplining employees.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12).

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

Fifth Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Fifth Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

SCOPE AND SEQUENCE

Sixth Nine Weeks

Unit 25: Information Management

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.1: Use information literacy skills to increase workplace efficiency and effectiveness.

Descriptors:

- 9.1.1 Explain legal issues associated with information use.
- 9.1.2 Assess information needs.
- 9.1.3 Obtain needed information efficiently.
- 9.1.4 Evaluate the quality and source of information.
- 9.1.5 Apply information to accomplish a task.
- 9.1.6 Store information for future use.
- 9.1.7 Manage information sources (where to look, what exists, how to manage data).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.2: Maintain business records to facilitate business operations.

Descriptors:

- 9.2.1 Describe the nature of business records.
- 9.2.2 Maintain customer records.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)*

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.3: Assess the impact of technology on business activities to streamline processes.

Descriptors:

- 9.3.1 Identify ways that technology impacts business.
- 9.3.2 Explain the role of information systems in organizations.
- 9.3.3 Explain the importance of emerging technologies and their application to business.
- 9.3.4 Analyze the ethical, social and political impact of information systems.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.4: Utilize computer operating systems to perform work functions.

Descriptors:

- 9.4.1 Discuss the principles of computer systems.
- 9.4.2 Explain the scope of data communications tools.
- 9.4.3 Use basic operating systems.
- 9.4.4 Manage files and folders.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.5: Describe the scope of the Internet in order to understand how to access available resources.

Descriptors:

- 9.5.1 Explain the hierarchical structure of domain names.
- 9.5.2 Discuss the role of organizations in administering Internet activities.
- 9.5.3 Explain the role of internet service providers (ISPs).
- 9.5.4 Describe types of resources that can be accessed through the Internet (e.g., Web pages, USENET newsgroups, listservs, files and programs, e-mail).
- 9.5.5 Discuss the use of bookmarks.
- 9.5.6 Explain how to organize bookmarks.
- 9.5.7 Describe tools useful for navigating the Internet.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.6: Demonstrate basic Web search skills to obtain needed information.

Descriptors:

- 9.6.1 Explain the importance of search engines in locating information.
- 9.6.2 Locate specified topics on the Web.
- 9.6.3 Access specified topics through links on a Web page.
- 9.6.4 Download information to a disk.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.7: Demonstrate basic e-mail functions.

Descriptors:

- 9.7.1 Explain the features (capabilities) of e-mail.
- 9.7.2 Discuss e-mail etiquette (netiquette).
- 9.7.3 Write and send an e-mail message.
- 9.7.4 Reply to an e-mail message.
- 9.7.5 Forward an e-mail message.
- 9.7.6 Add a signature file.
- 9.7.7 Open attachments.
- 9.7.8 Save attachments to a hard drive.
- 9.7.9 Append attachments.
- 9.7.10 Label messages.
- 9.7.11 Add names to the address book.
- 9.7.12 Set up a distribution list.
- 9.7.13 Put a message in the outbox.
- 9.7.14 Sort mail.
- 9.7.15 Search for messages.
- 9.7.16 Use e-mail shortcuts: cut, copy, paste.
- 9.7.17 Use auto-responder (mailbot).
- 9.7.18 Post a message on a listserv.
- 9.7.19 Create a new e-mail folder.
- 9.7.20 Store e-mail messages in folders.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.8: Demonstrate use of personal information management and productivity applications.

Descriptors:

- 9.8.1 Discuss the capabilities of personal information management and productivity applications.
- 9.8.2 Use the address book application.
- 9.8.3 Use the calculator.
- 9.8.4 Use the notes application.
- 9.8.5 Use the scheduler application.
- 9.8.6 Use the to-do application.
- 9.8.7 Use the global search application.

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.11: Use presentation software to visually display information in multiple contexts that is compelling, professional and visually appealing.

Descriptors:

- 9.11.1 Identify capabilities of presentation software applications.
- 9.11.2 Describe the characteristics of effective presentation software documents.
- 9.11.3 Enter and store text into a presentation software document.
- 9.11.4 Import graphics into a presentation software document.
- 9.11.5 Develop builds and transitions for screens in a presentation software document.
- 9.11.6 Retrieve and edit presentation software screens.
- 9.11.7 Add screens to delete from a presentation software document.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (Writing Processes F, 11-12)*
- *Give presentations using a variety of delivery methods, visual displays and technology. (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)*

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.12: Utilize and create databases to store and manage data.**Descriptors:**

- 9.12.1 Identify capabilities of database software.
- 9.12.2 Create a database structure.
- 9.12.3 Construct queries.
- 9.12.4 Enter and store data in a database application.
- 9.12.5 Retrieve and modify data in a database application.
- 9.12.6 Delete database records.
- 9.12.7 Sort data in a database given predetermined criteria.
- 9.12.8 Output data into a report format.
- 9.12.9 Create a chart or graph using information in a database file.
- 9.12.10 Print labels from a database.
- 9.12.11 Print a database list or report.
- 9.12.12 Ensure data integrity.
- 9.12.13 Validate data.
- 9.12.14 Eliminate data redundancy (i.e., normalize data).

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Apply reasoning processes and skills to construct logical verifications or counter-examples to test conjectures and to justify and defend algorithms and solutions.* (Mathematical Processes D, 8-10)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 9.13: Demonstrate basic spreadsheet applications.**Descriptors:**

- 9.13.1 Describe the components of a spreadsheet.
- 9.13.2 Identify the capabilities of spreadsheet software.
- 9.13.3 Format spreadsheets.
- 9.13.4 Enter and store data in a spreadsheet file.
- 9.13.5 Retrieve, edit and print data from a spreadsheet.
- 9.13.6 Create charts and graphs using information in a spreadsheet.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

BIL: Recommended

EDU:	10	12	AD
	I	P	R

Competency 9.14: Use advanced spreadsheet functions to analyze financial and business data.

Descriptors:

- 9.14.1 Use the Future Value function.
- 9.14.2 Use the Payment function.
- 9.14.3 Use the Goal Seek function.
- 9.14.4 Use the Solver function.
- 9.14.5 Use the Pivot Tables function.
- 9.14.6 Use the IF function.
- 9.14.7 Use the SUMIF function.
- 9.14.8 Use the Lookup function.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.15: Use advanced spreadsheet concepts to communicate information.

Descriptors:

- 9.15.1 Sort rows alphabetically or numerically.
- 9.15.2 Select items that match specified selection criteria.
- 9.15.3 Use desktop publishing features offered in a spreadsheet application.

- 9.15.4 Create macros with a spreadsheet application.
- 9.15.5 Utilize statistics functions in spreadsheets.
- 9.15.6 Link files and 3D sheets.
- 9.15.7 Use design elements to create graphs.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)*

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.16: Use an integrated business software application package to minimize data redundancy.

Descriptors:

- 9.16.1 Describe situations in which integration of software applications would be beneficial to a business.
- 9.16.2 Move and copy information between applications.
- 9.16.3 Embed information in applications.
- 9.16.4 Link objects between applications.
- 9.16.5 Apply an integrated business software application package.
- 9.16.6 Use applications to design documents that combine elements of management information systems, finance, accounting, marketing, graphic design and statistics.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.17: Utilize collaborative/groupware applications.

Descriptors:

- 9.17.1 Distinguish between collaborative/groupware applications and other software applications.
- 9.17.2 Describe motivations for using collaborative/groupware applications.
- 9.17.3 Identify the properties of collaborative/groupware applications.
- 9.17.4 Discuss problems associated with using collaborative/groupware applications.
- 9.17.5 Explain infrastructures needed for collaborative/groupware applications.
- 9.17.6 Use real time interaction with collaborative/groupware applications.
- 9.17.7 Use presence awareness feature to identify participants.

- 9.17.8 Use instant messaging to converse in real time with participants.
- 9.17.9 Use Web conferences.
- 9.17.10 Conduct a whiteboarding session.
- 9.17.11 Use team spaces to centralize and share information.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.18: Create and post a basic Web page.

Descriptors:

- 9.18.1 Explain the basic structure of a Web page.
- 9.18.2 Describe limitations associated with Web page creation (e.g., typography, graphics file size and navigation).
- 9.18.3 Explain the importance of tags in structuring Web pages.
- 9.18.4 Discuss the importance of using a descriptive, useful title on a Web page.
- 9.18.5 Identify naming conventions for Web files.
- 9.18.6 Save and name Web files.
- 9.18.7 Identify information in XHTML documents that will be ignored by browsers.
- 9.18.8 Format the text of a Web page.
- 9.18.9 Discuss considerations in selecting a graphics format.
- 9.18.10 Add graphics elements to a Web page.
- 9.18.11 Add attributes to a tag for a Web page.
- 9.18.12 Add hypertext links in a Web page.
- 9.18.13 Display a document within a Web browser.
- 9.18.14 Upload a Web page to the Worldwide Web.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 9.19: Describe how technologies can support the collection and analysis of key performance indicators.

Descriptors:

- 9.19.1 Describe technology applications used in monitoring key performance indicators.

BIL: Recommended

EDU:	10	12	AD
			I

Competency 9.20: Identify hardware and software system requirements that match business needs to align with business strategy.

Descriptors:

- 9.20.1 Explain considerations in selecting hardware and software.
- 9.20.2 Discuss sources of hardware and software system requirement information.
- 9.20.3 Establish specifications for selecting hardware and software systems.
- 9.20.4 Determine a venture's information technology needs.

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 9.21: Acquire information to guide business decision making.

Descriptors:

- 9.21.1 Describe current business trends.
- 9.21.2 Monitor internal records for business information.
- 9.21.3 Conduct an environmental scan to obtain business information.
- 9.21.4 Explain the purpose for statistical functions.
- 9.21.5 Describe the appropriateness of a statistical function for the situation.
- 9.21.6 Explain how to interpret statistical findings.
- 9.21.7 Utilize statistics functions in spreadsheets.
- 9.21.8 Evaluate business problems and effectively apply the most appropriate application or combination of applications (word processing, spreadsheet, database and presentation) to record, analyze and present information.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 9.22: Utilize information technology tools to manage and perform marketing research responsibilities.

Descriptors:

- 9.22.1 Analyze the impact of technology on marketing research.
- 9.22.2 Determine the types of technology needed for marketing research.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 15.1: Utilize information technology tools to manage and perform work responsibilities.

Descriptors:

- 15.1.1 Analyze the impact of technology on marketing
- 15.1.2 Use marketing operations management software (i.e., software that automates marketing operations processes).
- 15.1.3 Determine the types of technology needed by a company or agency.
- 15.1.4 Use software to automate services.

Unit 26: Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 1.1: Describe business management.

Descriptors:

- 1.1.1 Explain the purpose of management in business organizations (e.g., leader, manager, organizer, spokesperson, problem solver).
- 1.1.2 Describe functions of management (e.g., planning, leading, organizing, delegating, controlling).
- 1.1.3 Identify management levels and their roles in the organization.
- 1.1.4 Discuss management theories.
- 1.1.5 Compare and contrast management styles.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 1.2: Discuss the integration of management functions into an organization.

Descriptors:

- 1.2.3 Explain how management uses resources in the organizing process to accomplish goals.
- 1.2.4 Discuss management skills necessary for leading and directing at various management levels.
- 1.2.5 Discuss the importance of the evaluating and controlling function in the business environment.
- 1.2.6 Describe the impact that employment and social laws may have on leading and managing business.

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 1.3: Demonstrate management skills and responsibilities.

Descriptors:

- 1.3.1 Apply management functions that are needed to complete a given task.
- 1.3.2 Develop effective business goals (e.g., specific, measurable, achievable, realistic, time bound).

Correlated English Language Arts Academic Content Benchmarks

- Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 1.4: Develop change management programs.

Descriptors:

- 1.4.1 Describe factors and elements of change management programs and activities.
- 1.4.2 Describe problems in change management program execution.
- 1.4.3 Develop key performance indicators and measurements to use with change management programs.

Correlated English Language Arts Academic Content Benchmarks

- Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 1.5: Establish benchmarks

Descriptors:

- 1.5.1 Discuss performance measurements that can be used in benchmarking.
- 1.5.2 Collect information from key business and industry sources about their practices and developments.
- 1.5.3 Interpret information about industry practices and developments.
- 1.5.4 Establish relationships and alliances with key individuals and groups to share best practices.
- 1.5.5 Set benchmarks.

Correlated English Language Arts Academic Content Benchmarks

- Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)
- Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)

BIL: Recommended

EDU:	10	12	AD
			P

Competency 1.8: Analyze cost/profit relationships to guide business decision making.

Descriptors:

- 1.8.1 Explain the concept of productivity.
- 1.8.2 Analyze the effects of government expenditures and tax policies on productivity.
- 1.8.3 Analyze the impact of specialization/division of labor on productivity.
- 1.8.4 Explain the economic concepts of efficiency and equity.
- 1.8.5 Explain the concept of organized labor and business.
- 1.8.6 Explain the impact of the law of diminishing returns.
- 1.8.7 Describe the concept of economies of scale.
- 1.8.8 Describe cost/benefit analysis.
- 1.8.9 Determine relationships among total revenue, marginal revenue, output and profit.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and*

percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)

- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. (Economics A, 11-12)
- Identify factors which inhibit or spur economic growth and cause expansions or recessions. (Economics B, 11-12)
- Analyze the role of fiscal and regulatory policies in a mixed economy. (Economics D, 11-12)

Unit 27: Entrepreneurship

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.1: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.

Descriptors:

- 6.1.1 Explain the need for entrepreneurial discovery.
- 6.1.2 Discuss entrepreneurial discovery processes.
- 6.1.3 Assess global trends and opportunities.
- 6.1.4 Determine opportunities for venture creation.
- 6.1.5 Assess opportunities for venture creation.
- 6.1.6 Describe idea generation methods.
- 6.1.7 Generate venture ideas.
- 6.1.8 Determine the feasibility of ideas.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.2: Develop a concept for a new business venture to evaluate its success potential.

Descriptors:

- 6.2.1 Describe entrepreneurial planning considerations.
- 6.2.2 Explain tools used by entrepreneurs for venture planning.
- 6.2.3 Assess start-up requirements.
- 6.2.4 Assess risks associated with the venture.
- 6.2.5 Describe external resources useful to entrepreneurs during concept development.
- 6.2.6 Assess the need to use external resources for concept development.
- 6.2.7 Describe strategies for protecting intellectual property.
- 6.2.8 Use components of a business plan to define the venture idea.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.3: Determine needed resources for a new business venture to contribute to its start-up viability.

Descriptors:

- 6.3.1 Distinguish between debt and equity financing for venture creation.
- 6.3.2 Describe the processes used to acquire adequate financial resources for venture creation.
- 6.3.3 Select sources of financing venture creation.
- 6.3.4 Explain factors to consider in determining a venture’s human resources needs.
- 6.3.5 Explain considerations in making the decision to hire staff.
- 6.3.6 Describe considerations in selecting capital resources.
- 6.3.7 Identify capital resources needed for the venture.
- 6.3.8 Explain the costs and benefits associated with resources.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.4: Explain considerations in launching a new business venture to generate profit and/or meet objectives.

Descriptors:

- 6.4.1 Use external resources to supplement entrepreneur’s expertise.
- 6.4.2 Explain the complexity of business operations.
- 6.4.3 Evaluate risk-taking opportunities.
- 6.4.4 Explain the need for business systems and procedures.
- 6.4.5 Describe the use of operating procedures.
- 6.4.6 Explain methods and processes for organizing workflow.
- 6.4.7 Develop a product and/or service idea.
- 6.4.8 Use creative problem solving to make business decisions.
- 6.4.9 Explain the impact of resource productivity on venture success.
- 6.4.10 Create processes for ongoing opportunity recognition.

- 6.4.11 Develop a plan to invest resources into improving current products or creating new ones.
- 6.4.12 Adapt to changes in the business environment.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.5: Select harvesting strategies to identify the entrepreneur’s role in the business venture.

Descriptors:

- 6.5.1 Explain the need for continuation planning.
- 6.5.2 Describe methods of venture harvesting.
- 6.5.3 Evaluate options for continued venture involvement.
- 6.5.4 Develop exit strategies.

Unit 28: Channel Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 14.1: Describe channel management activities to show command of their role in marketing.

Descriptors:

- 14.1.1 Explain the nature and scope of channel management.
- 14.1.2 Explain the relationship between customer service and channel management.
- 14.1.3 Explain the nature of channels of distribution.
- 14.1.4 Describe the use of technology in the channel management function.
- 14.1.5 Explain legal considerations in channel management.
- 14.1.6 Describe ethical considerations in channel management.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 14.2: Manage channel activities to minimize costs and to determine distribution strategies.

Descriptors:

- 14.2.1 Coordinate channel management with other marketing activities.
- 14.2.2 Explain the nature of channel-to-member relationships.
- 14.2.3 Explain the nature of channel strategies.
- 14.2.4 Select channels of distribution.
- 14.2.5 Evaluate channel members.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 19.1: Develop channel management strategies to maximize marketing efforts.**Descriptors:**

- 19.1.1 Establish distribution points.
- 19.1.2 Develop performance standards for distributors.
- 19.1.3 Develop new channels for goods and services.
- 19.1.4 Develop collaborative relationships with channel members.
- 19.1.5 Develop channel management strategies.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 19.2: Assess channel management strategies to improve their effectiveness and to minimize their costs.**Descriptors:**

- 19.2.1 Monitor distributors' performance standards.
- 19.2.2 Evaluate buyer-seller relationships.
- 19.2.3 Assess distribution channels.
- 19.2.4 Conduct a total cost analysis of logistics.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 29: Customer Relationship Management

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 4.1: Explain basic customer relationship management (CRM) concepts.

Descriptors:

- 4.1.4 Explain the role of Web site usability in customer satisfaction.
- 4.1.5 Describe the relationship between customer satisfaction, loyalty and value.
- 4.1.6 Explain the relationship between service and sales.
- 4.1.7 Describe the concept of a value chain.
- 4.1.8 Explain the importance of using strategic alliances to maximize the value chain.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 4.3: Respond appropriately to customers.

Descriptors:

- 4.3.1 Reinforce service orientation through communication.
- 4.3.2 Respond to customer inquiries.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 4.4: Resolve conflicts with and for customers to encourage repeat business

Descriptors:

4.4.1 Handle difficult customers.

4.4.2 Handle customer complaints.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 4.5: Deliver quality customer service.

Descriptors:

4.5.1 Communicate company policies to customers.

4.5.2 Comply with merchandise returns policies.

4.5.3 Facilitate customer service through maintaining key information systems.

4.5.4 Monitor follow-through on commitments made to customers (e.g., special orders, delivery specifications, new items).

4.5.5 Monitor follow-up on order problems.

Correlated English Language Arts Academic Content Benchmarks

Use appropriate self-monitoring strategies for comprehension. (Reading Process C, 8-10; Reading Process C, 11-12)

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 4.6: Explain management's role in customer relations.

Descriptors:

- 4.6.1 Describe management’s role in developing policies that will impact customer relations.
- 4.6.2 Explain types of policies that affect customer relations.
- 4.6.3 Discuss methods for collecting customer feedback.
- 4.6.4 Describe techniques and strategies for rewarding effective customer relationships.

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 4.7: Describe the concept of order cycle time.**Descriptors:**

- 4.7.1 Describe how order cycle time impacts customer service.
- 4.7.2 Identify the elements of order transmittal time.
- 4.7.3 Identify the elements of order processing and assembly.
- 4.7.4 Describe how stock availability and production time impact order cycle time.
- 4.7.5 Identify the components of delivery time.
- 4.7.6 Describe how customer service policies can impact order cycle time.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Unit 30: Money and Personal Finance**BIL: Essential**

EDU:	10	12	AD
	I	P	R

Competency 10.1: Describe the fundamental principles of money needed to make financial exchanges.**Descriptors:**

- 10.1.1 Explain forms of financial exchange (cash, credit, debit, electronic funds transfer).
- 10.1.2 Identify types of currency (paper money, coins, bank notes, government bonds and treasury notes).
- 10.1.3 Explain essential elements of a negotiable instrument.
- 10.1.4 Describe functions of money (medium of exchange, unit of measure, store of value).
- 10.1.5 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments).
- 10.1.6 Explain the time value of money.
- 10.1.7 Explain the purposes for and importance of credit.

10.1.8 Explain legal responsibilities associated with financial exchanges.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.2: Analyze personal financial needs and goals

Descriptors:

- 10.2.1 Describe common financial needs (e.g., college, retirement, wills, insurance).
- 10.2.2 Set financial goals.
- 10.2.3 Develop a personal budget.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.3: Manage personal finances.

Descriptors:

- 10.3.1 Describe tax liabilities.
- 10.3.2 Interpret a pay stub.
- 10.3.3 Maintain financial records.
- 10.3.4 Read and reconcile bank statements.
- 10.3.5 Demonstrate the wise use of credit.
- 10.3.6 Validate credit history.

- 10.3.7 Protect against identity theft.
10.3.8 Prepare personal income tax forms.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)

Correlated Social Studies Academic Content Benchmarks

Explain the use of a budget in making personal economic decisions and planning for the future. (Economics E, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.4: Explain the use of financial services providers.

Descriptors:

- 10.4.1 Describe types of financial services providers.
- 10.4.2 Discuss considerations in selecting a financial services provider.

Correlated Social Studies Academic Content Benchmarks

Explain the use of a budget in making personal economic decisions and planning for the future. (Economics E, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 10.5: Identify investment strategies to ensure personal financial well-being.

Descriptors:

- 10.5.1 Explain types of investments.
- 10.5.2 Establish investment goals and objectives.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Unit 31: Project Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.1: Describe project management.

Descriptors:

- 18.1.1 Describe common project characteristics.
- 18.1.2 Describe the role of the project manager.
- 18.1.3 Describe the interpersonal skills that a successful project manager needs.
- 18.1.4 Summarize the reasons why an organization would use a project-based plan and for what purpose.
- 18.1.5 Define the roles of project stakeholders.
- 18.1.6 Define common project inputs and outputs.
- 18.1.7 Explain how a project team meets project requirements.
- 18.1.8 Describe a project management system.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.2: Describe a project life cycle.

Descriptors:

- 18.2.1 Describe characteristics of a project life cycle.
- 18.2.2 Explain how project life cycles can vary.
- 18.2.3 Explain what each life cycle generally defines (e.g., technical work to do, when the deliverables are to be generated, who is involved in each phase).

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.3: Explain standard project management processes.

Descriptors:

- 18.3.1 Identify the stages of project management processes (i.e., initiate, plan, execute, control, close).
- 18.3.2 Explain the interrelationships among the project management processes.
- 18.3.3 Explain selection decisions needed for project management processes.

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.4: Employ processes to initiate a project.

Descriptors:

- 18.4.1 Describe the initiation process.
- 18.4.2 Describe the types of documentation that are typically generated during the initiation process.
- 18.4.3 Explain the purpose for the project charter.
- 18.4.4 Prepare a preliminary project scope statement.
- 18.4.5 Determine the project's economic feasibility.
- 18.4.6 Determine the project's goals.
- 18.4.7 Determine the project's deliverables.
- 18.4.8 Determine the project's process outputs.
- 18.4.9 Document the project's constraints.
- 18.4.10 Document the project's assumptions.
- 18.4.11 Determine the project's strategy.
- 18.4.12 Identify performance criteria for the project.
- 18.4.13 Determine the project's resource requirements.
- 18.4.14 Set the project's budget.
- 18.4.15 Produce formal documents to initiate a project.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 18.8: Employ processes to manage a project's costs.

Descriptors:

- 18.8.1 Prepare an annual baseline plan budget, broken down by time period, task and cost.
- 18.8.2 Develop an estimate of each task's cost.
- 18.8.3 Use tools to control the budget and expenses (e.g., project management systems, spreadsheets, manual and automated financial systems).
- 18.8.4 Use statistical tools to calculate the probabilities of meeting the project's costs.
- 18.8.5 Devise risk management methods to handle cost variances.
- 18.8.6 Control changes to the project's budget.
- 18.8.7 Monitor project changes that affect the budget.
- 18.8.8 Revise the project's budget as necessary.
- 18.8.9 Use cost performance reporting tools to control the project's expenditures.
- 18.8.10 Determine which tasks are on or off the baseline budget and whether cash flows are affected.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Make predictions based on theoretical probabilities and experimental results.* (Data Analysis and Probability K, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

Sixth Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Sixth Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

SCOPE AND SEQUENCE

Seventh Nine Weeks

Unit 17: Marketing Information Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 16.1: Discuss marketing information management activities to show command of their nature and scope.

Descriptors:

- 16.1.1 Describe the need for marketing information.
- 16.1.2 Explain the nature and scope of the marketing information management function.
- 16.1.3 Explain the role of ethics in marketing information management.
- 16.1.4 Describe the use of technology in the marketing information management function.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 16.2: Explain marketing research activities to show command of their nature and scope.

Descriptors:

- 16.2.1 Explain the nature of marketing research.
- 16.2.2 Explain types of primary marketing research.
- 16.2.3 Identify sources of primary and secondary data.
- 16.2.4 Explain research techniques.
- 16.2.5 Recognize the marketing research problem or issue.
- 16.2.6 Identify research approaches (e.g., observation, survey, experiment) appropriate to the research problem.
- 16.2.7 Identify the relationship between the research purpose and the marketing research objectives.
- 16.2.8 Discuss sampling plans (i.e., who, how many, how chosen).
- 16.2.9 Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales).
- 16.2.10 Explain the use of diaries (e.g., product, media use, contact).
- 16.2.11 Explain qualitative research.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.* (Data Analysis and Probability G, 8-10)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 16.3: Describe data collection methods to evaluate their appropriateness for the research problem or issue.

Descriptors:

16.3.1 Identify information monitored for marketing decision making.

16.3.2 Describe data collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners).

Correlated Mathematics Academic Content Benchmarks

- *Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.* (Data Analysis and Probability E, 8-10)
- *Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.* (Data Analysis and Probability G, 8-10)

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 16.4: Interpret marketing information to test hypotheses and/or to resolve issues.

Descriptors:

16.4.1 Describe techniques for processing marketing information.

16.4.2 Interpret descriptive statistics for marketing decision making.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 16.5: Assess marketing research briefs to determine comprehensiveness and clarity.

Descriptors:

- 16.5.1 Explain the purposes for marketing research briefs.
- 16.5.2 Discuss the components of marketing research briefs.
- 16.5.3 Determine the usefulness of a marketing research brief.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 16.6: Compare marketing research proposals to select the agency providing the most value.

Descriptors:

- 16.6.1 Evaluate a proposed research methodology.
- 16.6.2 Determine which agency shows the best insight into the research issue.
- 16.6.3 Determine the level of commentary and analysis the agency will provide on the findings.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 16.7: Evaluate marketing research procedures and findings to assess their credibility.

Descriptors:

- 16.7.1 Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample design).
- 16.7.2 Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length and layout).
- 16.7.3 Assess information sources on the basis of strengths and weaknesses.
- 16.7.4 Assess the timeliness of research information.
- 16.7.5 Assess the appropriateness of research methods for the particular problem or issue.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.* (Data Analysis and Probability E, 8-10)
- *Apply reasoning processes and skills to construct logical verifications or counter-examples to test conjectures and to justify and defend algorithms and solutions.* (Mathematical Processes D, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 16.8: Interpret research data into information for decision making.

Descriptors:

- 16.8.1 Interpret descriptive statistics for marketing decision making.
- 16.8.2 Interpret correlations.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 16.9: Report findings to communicate research information to others.

Descriptors:

- 16.9.1 Display data in charts, graphs or tables.
- 16.9.2 Write an executive summary.
- 16.9.3 Prepare and use presentation software to support oral and electronic reports.
- 16.9.4 Present findings to a client orally.
- 16.9.5 Prepare written reports for decision making.
- 16.9.6 Post marketing results electronically.

Correlated English Language Arts Academic Content Benchmarks

- *Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.* (Writing Processes C, 8-10)
- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.* (Writing Processes F, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas. (Mathematical Processes E, 8-10)*
- *Present complete and convincing arguments and justifications, using inductive and deductive reasoning, adapted to be effective for various audiences. (Mathematical Processes F, 11-12)*
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience. (Mathematical Processes I, 11-12)*

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 16.10: Process marketing information to test hypotheses and/or to resolve issues in selling and sales management.

Descriptors:

16.10.1 Analyze market information.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)*
- *Connect statistical techniques to applications in workplace and consumer situations. (Data Analysis and Probability D, 11-12)*

BIL: Essential

EDU:	10	12	AD
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Competency 16.11: Employ marketing information to plan sales activities.

Descriptors:

16.11.1 Describe the use of target marketing in professional selling.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations. (Mathematical Processes B, 8-10)*

BIL: Essential

EDU:	10	12	AD
		P	R

Competency 16.12: Evaluate the relationship between business objectives and the expected use of research outcomes.

Descriptors:

- 16.12.1 Explain the nature of actionable research.
- 16.12.2 Describe types of primary marketing research.
- 16.12.3 Explain sources of primary and secondary data.
- 16.12.4 Compare business objectives with the expected use of the marketing research outcomes.
- 16.12.5 Estimate the value of the marketing research information.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Apply reasoning processes and skills to construct logical verifications or counter-examples to test conjectures and to justify and defend algorithms and solutions.* (Mathematical Processes D, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.1: Assess marketing information needs to develop a marketing-information management system.

Descriptors:

- 20.1.1 Assess marketing information needs.
- 20.1.2 Identify issues and trends in marketing information systems.
- 20.1.3 Develop a marketing information management system.

BIL: Essential

EDU:	10	12	AD
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Competency 20.2: Analyze marketing information to make informed marketing decisions.

Descriptors:

- 20.2.1 Identify industry and economic trends that will impact business activities.
- 20.2.2 Analyze market needs and opportunities.

- 20.2.3 Anticipate market changes.
- 20.2.4 Determine the current market position.
- 20.2.5 Estimate market share.
- 20.2.6 Prepare trend analyses.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.3: Utilize marketing information to analyze and predict customer behavior.

Descriptors:

- 20.3.1 Predict demand patterns.
- 20.3.2 Conduct a demand analysis.
- 20.3.3 Forecast changes in customer expectations.
- 20.3.4 Evaluate product usage.
- 20.3.5 Analyze purchasing behavior.
- 20.3.6 Estimate repeat purchase rate.
- 20.3.7 Estimate purchase cycle.
- 20.3.8 Determine attitudes toward products and brands.
- 20.3.9 Conduct customer satisfaction studies.
- 20.3.10 Analyze service sensitivity.

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)

- *Describe and interpret rates of change from graphical and numerical data.* (Patterns, Functions and Algebra J, 8-10)
- *Make predictions based on theoretical probabilities and experimental results.* (Data Analysis and Probability K, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.4: Apply marketing information to facilitate product and service management decisions.

Descriptors:

- 20.4.1 Conduct product analysis.
- 20.4.2 Conduct a product and brand situation analysis.
- 20.4.3 Conduct service quality studies.
- 20.4.4 Predict brand share.
- 20.4.5 Conduct a brand audit.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.5: Utilize marketing information to assess marketing communications activities.

Descriptors:

- 20.5.1 Measure media audience.
- 20.5.2 Evaluate promotional activity.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.6: Report findings to communicate research information to others.

Descriptors:

- 20.6.1 Display data in charts, graphs or tables.
- 20.6.2 Provide sales analysis reports.
- 20.6.3 Prepare and use presentation software to support oral reports.
- 20.6.4 Prepare written reports for decision making.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Organize information from various resources to support central ideas, concepts and themes. (Research C, 8-10)*
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (Research E, 8-10; Research E, 11-12)*
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. (Communication: Oral and Visual E, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas. (Mathematical Processes E, 8-10)*
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience. (Mathematical Processes I, 11-12)*

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 20.7: Assess the quality of marketing research activities to determine needed improvements.

Descriptors:

- 20.7.1 Evaluate the quality of marketing research studies (e.g., sampling, validity, reliability, bias).

Correlated Mathematics Academic Content Benchmarks

- *Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis. (Data Analysis and Probability E, 8-10)*

- Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population. (Data Analysis and Probability G, 8-10)
- Assess the adequacy and reliability of information available to solve a problem. (Mathematical Processes C, 11-12)

Unit 32: Strategic Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 13.1: Recognize management’s role to understand its contribution to business success.

Descriptors:

- 13.1.1 Explain the concept of management.
- 13.1.2 Explain the nature of managerial ethics.

BIL: Essential

EDU:	10	12	AD
	I	I	P

Competency 13.2: Utilize planning tools to guide an organization’s or department’s activities.

Descriptors:

- 13.2.1 Explain the nature of business plans.
- 13.2.2 Develop company goals and objectives.
- 13.2.3 Define a business’ mission.
- 13.2.4 Conduct an organizational SWOT.
- 13.2.5 Explain external planning considerations.
- 13.2.6 Develop action plans.
- 13.2.7 Develop a business plan.

Correlated English Language Arts Academic Content Benchmarks

- Determine the usefulness of organizers and apply appropriate pre-writing tasks. (Writing Processes B, 8-10)
- Edit to improve sentence fluency, grammar and usage. (Writing Processes D, 8-10)
- Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)
- Evaluate the usefulness and credibility of data and sources. (Research B, 8-10)
- Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 13.4: Control an organization’s or department’s activities to encourage growth and development.

Descriptors:

- 13.4.1 Describe the nature of managerial control (control process, types of control, what is controlled).
- 13.4.2 Analyze operating results in relation to budget and industry.
- 13.4.3 Track the performance of a business plan.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.1: Control an organization’s or department’s activities to encourage growth and development.

Descriptors:

- 18.1.1 Show the marketing strategy’s effect on marketing goals and objectives.
- 18.1.2 Monitor achievement of marketing objectives.
- 18.1.3 Set marketing policies.
- 18.1.4 Establish a marketing cost control system.
- 18.1.5 Select metrics for measuring success.
- 18.1.6 Design a marketing performance measurement system.
- 18.1.7 Modify marketing strategies based on performance results.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Apply mathematical modeling to workplace and consumer situations, including problem formulation, identification of a mathematical model, interpretation of solution within the model, and validation to original problem situation.* (Mathematical Processes J, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 18.2: Utilize planning tools to guide the organization’s or department’s activities.

Descriptors:

- 18.2.1 Align marketing activities with business objectives.
- 18.2.2 Provide input into strategic planning.
- 18.2.3 Conduct gap analysis to determine the organization’s capability.
- 18.2.4 Develop an organizational structure.
- 18.2.5 Determine a strategic marketing planning structure.

Unit 33: Entrepreneurship**BIL: Recommended**

EDU:	10	12	AD
	I	P	R

Competency 2.1: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.

Descriptors:

- 2.1.1 Explain the need for entrepreneurial discovery strategies to generate feasible ideas for business ventures.
- 2.1.2 Discuss the entrepreneurial discovery processes.
- 2.1.3 Assess global trends and opportunities.
- 2.1.4 Identify opportunities for venture creation.
- 2.1.5 Assess opportunities for venture creation.
- 2.1.6 Describe idea-generation methods.
- 2.1.7 Generate venture ideas.
- 2.1.8 Determine the feasibility of ideas.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data

Analysis and Probability F, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 2.2: Develop a concept for a new business venture to evaluate its success potential.

Descriptors:

- 2.2.1 Describe entrepreneurial planning considerations.
- 2.2.2 Explain tools used by entrepreneurs for venture planning.
- 2.2.3 Assess start-up requirements.
- 2.2.4 Assess risks associated with the venture.
- 2.2.5 Describe external resources useful to entrepreneurs during concept development.
- 2.2.6 Assess the need for using external resources for concept development.
- 2.2.7 Describe strategies for protecting intellectual property.
- 2.2.8 Identify business plan components.
- 2.2.9 Use components of the business plan to define the venture idea.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.3: Determine needed resources for a new business venture to contribute to its startup viability.

Descriptors:

- 2.3.1 Distinguish between debt and equity financing for venture creation.
- 2.3.2 Describe processes used to acquire adequate financial resources for venture creation and startup.
- 2.3.3 Select sources of financing venture creation and startup.
- 2.3.4 Explain factors to consider in determining a venture’s human resources needs.
- 2.3.5 Explain considerations in deciding to hire staff.
- 2.3.6 Describe considerations in selecting capital resources.
- 2.3.7 Investigate capital resources needed for the venture.
- 2.3.8 Assess the costs and benefits associated with resources.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.4: Investigate launch strategies.

Descriptors:

- 2.4.1 Use external resources to supplement entrepreneur’s expertise.
- 2.4.2 Explain the complexity of business operations.
- 2.4.3 Evaluate risk-taking opportunities.
- 2.4.4 Explain the need for business systems and procedures.
- 2.4.5 Describe interrelationships of organizational models (e.g., line, line and staff, functional).
- 2.4.6 Describe line versus staff departments and the authority relationship between them.
- 2.4.7 Describe the use of operating procedures.
- 2.4.8 Explain methods and/or processes for organizing work flow.
- 2.4.9 Develop a product and/or service.
- 2.4.10 Use creative problem solving in business activities and decisions.
- 2.4.11 Explain the impact of resource productivity on venture success.
- 2.4.12 Create processes for ongoing opportunity recognition.
- 2.4.13 Develop a plan for investing resources into improving current products or creating new ones.
- 2.4.14 Adapt to changes in the business environment.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations. (Data Analysis and Probability D, 11-12)*
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution. (Mathematical Processes A, 8-10)*

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.5: Select harvesting strategies to identify the entrepreneur’s role in the business venture.

Descriptors:

- 2.5.1 Explain the need for continuation planning.
- 2.5.2 Describe methods of venture harvesting.
- 2.5.3 Evaluate options for continued venture involvement.

2.5.4 Develop exit strategies.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 2.2: Develop a concept for a new business venture to evaluate its success potential.

- 2.2.5 Describe external resources useful to entrepreneurs during concept development.
- 2.2.6 Assess the need for using external resources for concept development.
- 2.2.7 Describe strategies for protecting intellectual property.
- 2.2.8 Identify business plan components.
- 2.2.9 Use components of the business plan to define the venture idea.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)
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- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.3: Determine needed resources for a new business venture to contribute to its startup viability.

Descriptors:

- 2.3.1 Distinguish between debt and equity financing for venture creation.
- 2.3.2 Describe processes used to acquire adequate financial resources for venture creation and startup.
- 2.3.3 Select sources of financing venture creation and startup.
- 2.3.4 Explain factors to consider in determining a venture’s human resources needs.
- 2.3.5 Explain considerations in deciding to hire staff.
- 2.3.6 Describe considerations in selecting capital resources.
- 2.3.7 Investigate capital resources needed for the venture.
- 2.3.8 Assess the costs and benefits associated with resources.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.4: Investigate launch strategies.

Descriptors:

- 2.4.1 Use external resources to supplement entrepreneur’s expertise.
- 2.4.2 Explain the complexity of business operations.
- 2.4.3 Evaluate risk-taking opportunities.
- 2.4.4 Explain the need for business systems and procedures.
- 2.4.5 Describe interrelationships of organizational models (e.g., line, line and staff, functional).
- 2.4.6 Describe line versus staff departments and the authority relationship between them.
- 2.4.7 Describe the use of operating procedures.

- 2.4.8 Explain methods and/or processes for organizing work flow.
- 2.4.9 Develop a product and/or service.
- 2.4.10 Use creative problem solving in business activities and decisions.
- 2.4.11 Explain the impact of resource productivity on venture success.
- 2.4.12 Create processes for ongoing opportunity recognition.
- 2.4.13 Develop a plan for investing resources into improving current products or creating new ones.
- 2.4.14 Adapt to changes in the business environment.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations. (Data Analysis and Probability D, 11-12)*
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution. (Mathematical Processes A, 8-10)*

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.5: Select harvesting strategies to identify the entrepreneur’s role in the business venture.

Descriptors:

- 2.5.1 Explain the need for continuation planning.
- 2.5.2 Describe methods of venture harvesting.
- 2.5.3 Evaluate options for continued venture involvement.
- 2.5.4 Develop exit strategies.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes*

and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.3: Determine needed resources for a new business venture to contribute to its startup viability.

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- 2.3.1 Distinguish between debt and equity financing for venture creation.
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- 2.3.8 Assess the costs and benefits associated with resources.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.4: Investigate launch strategies.

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Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Connect statistical techniques to applications in workplace and consumer situations. (Data Analysis and Probability D, 11-12)*
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution. (Mathematical Processes A, 8-10)*

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

Seventh Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Seventh Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

SCOPE AND SEQUENCE

Eighth Nine Weeks

Unit 20: Human Resource Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.1: Implement organizational skills for facilitating the work efforts of others.

Descriptors:

- 8.1.1 Delegate work to others.
- 8.1.2 Schedule employees.
- 8.1.3 Assist employees with prioritizing work responsibilities.

BIL: Essential

EDU:	10	12	AD
	I	I	P

Competency 8.2: Coordinate efforts of cross-functional teams to achieve project or company goals.

Descriptors:

- 8.2.1 Manage collaborative efforts.
- 8.2.2 Move employees into and out of projects.
- 8.2.3 Harmonize tasks, projects and employees in the context of business priorities.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.3: Staff a department or business unit to satisfy work demands while adhering to budget constraints.

Descriptors:

- 8.3.1 Determine hiring needs.
- 8.3.2 Screen job applications and resumes.
- 8.3.3 Interview job applicants.
- 8.3.4 Discuss employee compensation.
- 8.3.5 Select and hire new employees.
- 8.3.6 Conduct exit interviews.
- 8.3.7 Dismiss employees.
- 8.3.8 Maintain human resources records.

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: Essential

EDU:	10	12	AD
	I	I	P

Competency 8.4: Foster staff growth and development to increase productivity and employee satisfaction.

Descriptors:

- 8.4.1 Orient new employees.
- 8.4.2 Orient new employees (management's role).
- 8.4.3 Explain the role of training and human resource's development.
- 8.4.4 Explain the nature of management and supervisory training.
- 8.4.5 Coach employees.
- 8.4.6 Recognize and reward employees.
- 8.4.7 Maintain ongoing discussions of issues related to compensation.
- 8.4.8 Train staff.
- 8.4.9 Supervise staff.

- 8.4.10 Ensure equitable opportunities for employees.
- 8.4.11 Assess employee performance.

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 8.5: Resolve staff issues and problems to enhance productivity and to improve employee relationships.

Descriptors:

- 8.5.1 Handle employee complaints and grievances.
- 8.5.2 Explain the nature of remedial action.
- 8.5.3 Explain issues associated with the payroll process.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 8.6: Foster retail staff growth and development to increase productivity and employee satisfaction.

Descriptors:

- 8.6.1 Conduct a product “show and tell”.
- 8.6.2 Conduct contests to motivate employees.
- 8.6.3 Foster the right environment for employees.
- 8.6.4 Hold special events for employees.
- 8.6.5 Involve staff in company activities.

Correlated English Language Arts Academic Content Benchmarks

- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.* (Communication: Oral and Visual D, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 14.1: Implement organizational skills to facilitate work efforts.

Descriptors:

14.1.1 Coordinate the efforts of multifunctional teams.

14.1.2 Determine staffing requirements and responsibilities for projects.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 14.2: Utilize techniques for staffing an organization or a department within an organization.

Descriptors:

14.2.1 Evaluate the adequacy of staffing levels.

14.2.2 Staff key marketing positions.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 14.3: Manage staff growth and development to increase productivity and employee satisfaction.

Descriptors:

14.3.1 Ensure staff understanding of responsibilities, duties, functions and authority levels.

14.3.2 Determine the adequacy of training courses.

14.3.3 Assess marketing personnel's ability to react to market developments.

14.3.4 Supervise marketing positions.

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 2.5: Select harvesting strategies to identify the entrepreneur's role in the business venture.

Descriptors:

2.5.1 Explain the need for continuation planning.

2.5.2 Describe methods of venture harvesting.

2.5.3 Evaluate options for continued venture involvement.

2.5.4 Develop exit strategies.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 8.18: Describe cultural knowledge needed for global business relations.

Descriptors:

- 8.18.1 Explain the usage of names, titles and ranks in different cultures and countries.
- 8.18.2 Identify cultural differences in food, dress and social behaviors throughout the world.
- 8.18.3 Identify major holidays of world cultures and their impact on doing business globally.
- 8.18.4 Identify appropriate uses of gift giving in business relationships among world cultures.
- 8.18.5 Compare business protocol among countries.
- 8.18.6 Identify cultural attitudes about time, silence, space, and body and eye contact in relation to successful business relationships.
- 8.18.7 Describe how a negotiation process may be affected by cultural differences.
- 8.18.8 Describe the role and use of electronic communication tools (e.g., Internet, video- and computer-conferencing, webcasts, e-mail) in global business activities.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Unit 34: Knowledge Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 16.1: Explore knowledge management.

Descriptors:

- 16.1.1 Describe why knowledge is considered an important asset for organizations.
- 16.1.2 Distinguish between explicit and tacit knowledge.
- 16.1.3 Explain why the difference between explicit and tacit knowledge is an important distinction in knowledge management.
- 16.1.4 State reasons for implementing knowledge management.
- 16.1.5 Recognize barriers to knowledge management.
- 16.1.6 Examine the financial potential of knowledge management to the enterprise.
- 16.1.7 Describe the role of knowledge workers and their relationship to knowledge management.

BIL: Recommended

EDU:	10	12	AD
			I

Competency 16.2: Discuss organizational culture and the role of knowledge management.

Descriptors:

- 16.2.1 Determine how an organization acquires culture.
- 16.2.2 Explain culture as tacit knowledge.
- 16.2.3 Explain the importance of organizational culture and its role in implementing knowledge management.

BIL: Essential

EDU:	10	12	AD
		I	R

Competency 16.3: Determine factors that affect knowledge management implementation.

Descriptors:

- 16.3.1 Identify cultural assumptions that derail a knowledge management approach.
- 16.3.2 Identify conditions that create favorable acceptance to knowledge management.
- 16.3.3 Create new values (rewards and recognitions) that support knowledge sharing.

BIL: Recommended

EDU:	10	12	AD
			I

Competency 16.4: Capture and transfer strategic knowledge.

Descriptors:

- 16.4.1 Identify factors that lead to loss of organizational knowledge.
- 16.4.2 Identify ways of preventing loss of knowledge.
- 16.4.3 Identify what knowledge is being lost in an organization.
- 16.4.4 Determine the consequences of knowledge loss.

- 16.4.5 Find solutions to knowledge loss.
- 16.4.6 Choose approaches in transferring strategic knowledge.

Unit 35: Financial Analysis

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 7.1: Describe the fundamental principles of money needed to make financial exchanges.

Descriptors:

- 7.1.1 Explain forms of financial exchange (cash, credit, debit, electronic funds transfer.)
- 7.1.2 Identify types of currency (paper money, coins, bank notes, government bonds, treasury notes.)
- 7.1.3 Describe functions of money (medium of exchange, unit of measure, store of value.)
- 7.1.4 Describe sources of income (wages, salaries, interest, rent, dividends, transfer payments.)
- 7.1.5 Explain the time value of money.
- 7.1.6 Explain the purposes for and importance of credit.
- 7.1.7 Explain legal responsibilities associated with financial exchanges.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 7.2: Analyze financial needs and goals to determine financial requirements.

Descriptors:

- 7.2.1 Explain the need to save and invest (e.g., college, retirement, wills, insurance.)
- 7.2.2 Set financial goals.
- 7.2.3 Develop a personal budget.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 7.3: Manage personal finances to achieve financial goals.

Descriptors:

- 7.3.1 Explain the nature of tax liabilities.
- 7.3.2 Interpret a pay stub.
- 7.3.3 Maintain financial records.
- 7.3.4 Read and reconcile bank statements.
- 7.3.5 Analyze the wise use of credit.
- 7.3.6 Explain the components of one’s credit history.
- 7.3.7 Describe ways of preventing identity theft.
- 7.3.8 Prepare personal income tax forms (e.g., 1040 EZ form).

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)

BIL: Essential

EDU:	10	12	AD
	P	R	R

Competency 7.4: Explain the use of financial services providers to aid in achieving financial-goals.

Descriptors:

- 7.4.1 Describe types of financial services providers.
- 7.4.2 Discuss considerations in selecting a financial services provider.

Correlated Social Studies Academic Content Benchmarks

- *Explain the use of a budget in making personal economic decisions and planning for the future.*
(Economics E, 11-12)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 7.5: Use investment strategies to ensure financial well-being.

Descriptors:

- 7.5.1 Explain types of investments.
- 7.5.2 Explain the nature of capital investment.
- 7.5.3 Establish investment goals and objectives.

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 7.6: Identify potential business threats and opportunities to protect and foster a business' financial well-being.

Descriptors:

- 7.6.1 Identify speculative business risks.
- 7.6.2 Describe the concept of insurance.

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 7.7: Investigate risk management strategies for protecting a business.

Descriptors:

- 7.7.1 Explain the nature of risk management.
- 7.7.2 Explain insurance coverage.
- 7.7.3 Explain procedures for settling insurance losses.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

International Business & Marketing
Stow-Munroe Falls High School
Stow-Munroe Falls Schools, Stow, Ohio

STUDENT ASSESSMENTS

Eighth Nine Weeks

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards for these competencies are recommended by the advisory committee members and employers in the business community and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

- Pretests
- Posttests
- Teacher observations and evaluations
- Professional design and portfolios
- Career passport
- Self evaluations
- Class discussions
- Skill tests
- Individual and group projects
- Summary & reflection
- Team activities
- Oral presentations
- Weekly progress reports
- Daily grades
- Lab performance: Online poster, animation, presentation software, and wall poster
- Technology: Microsoft Office Suite
- Social Media: Blogs, wikis, e-mail, Skype, Twitter, Facebook, and Google apps

Measurement of learning will be an on-going activity with emphasis on laboratory activities and competency improvement. Evaluations will be accomplished through pre-assessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school.

At the completion of the program each student will receive a Career Passport indicating specific competencies in which the student is proficient.

RESOURCES

Eighth Nine Weeks

Resources include but are not limited to:

Textbooks

Industry/trade publications

Community members

Outside student organizations such as Junior Achievement and DECA

Extensive use of technology including:

- websites

- blogs

- podcasts

- social networking

- RSS feeds

Current business books

Periodicals including:

- local, regional, national newspapers,

- magazines

- journals

Student workbooks

Case studies

Related media outlets and advertisements

Print media and advertisements

Business and Industry members and leaders

Video feeds

Videos

Field trips

International Business & Marketing
Stow-Munroe Falls High School
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Industry Recognized Certification and Licensure Opportunities

Although there is not currently an industry recognized certification or licensure program for International Business and Marketing education, the instructors of this program are dedicated to a well-rounded marketing/international business education foundation for all students enrolled in the program. International Business & Marketing will develop in every enrolled student the skills, knowledge, and attitudes to move on to higher education and/or careers in the fields of global business, entrepreneurship, marketing, public relations, management, sales, communications, advertising, or technology.

We believe that reality is the best classroom. Students in the International Business & Marketing Institute will be immersed in real-life learning. Including: project and problem based learning, hands-on curriculum, field trips, interaction with the business community, dual-enrollment opportunities, college credits, and in-depth career exploration.

We believe in the importance of innovation and technology in learning. The International Business & Marketing Institute will continue to embrace the latest technology used in industry and create opportunities and experiences for students to be prepared to compete in a global economy and prepare them for a lifetime of learning.

Students will be eligible to participate and receive experience in the following:

- DECA (An Association of Marketing Students): District, State, and National competition
- Junior Achievement: Titan Business Simulation challenge, Business Without Borders
- International Leaders in Education Program (ILEP)
- Chinese language and culture
- Event planning & implementation
- Career passport program
- Creation of a professional marketing portfolio
- Earn college credits through a dual-enrollment opportunity with a local university
- Earn college credits through various assessments/testing with local universities

POST-SECONDARY OPPORTUNITIES

- Continued education at the post-secondary level for two-year technical or associate's degree or four-year bachelor's degree
- Continued employment
- Expanded employment opportunities
- Passport credential
- Licensure or certification potential