

# COMMUNITY UNIT SCHOOL DISTRICT 200

## **Business Management High School – Grades 11, 12 Intermediate Level – One Semester Elective**

**1. Subject Expectation (State Goal 3)      The student will write to communicate for a variety of purposes.**

**Essential Learning 1 (Learning Standard C)      Communicate ideas in writing to accomplish a variety of purposes**

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| Critical Content | 3.C.4b | <ul style="list-style-type: none"> <li>a. using available technology, produce compositions and multimedia works for specified audiences                             <ul style="list-style-type: none"> <li>• creation of business plan</li> <li>• leadership research and presentations</li> </ul> </li> </ul>  |
|                  | 3.C.5a | <ul style="list-style-type: none"> <li>b. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation                             <ul style="list-style-type: none"> <li>• present business plans</li> <li>• content related reports to enhance, update and demonstrate topics</li> </ul> </li> </ul> |
|                  | 3.C.5b | <ul style="list-style-type: none"> <li>c. write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, and petitions)                             <ul style="list-style-type: none"> <li>• write business plan</li> <li>• create business communications, write case study opinions, assessment essays</li> </ul> </li> </ul>  |

**2. Subject Expectation (State Goal 4)      The student will listen and speak effectively in a variety of situations.**

**Essential Learning 1 (Learning Standard B)      Speak effectively using language appropriate to the situation and audience**

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| Critical Content | 4.B.4a | <ul style="list-style-type: none"> <li>a. deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organizations, clarity, vocabulary, credible and accurate supporting evidence                             <ul style="list-style-type: none"> <li>• business plan presentations</li> </ul> </li> </ul> |
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- 4.B.4d b. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict
  - demonstrations / role play of management issues and resolutions
- 4.B.5a c. deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology
  - various content related presentations (personal selling, marketing, planning, etc)

**3. Subject Expectation  
(State Goal 6)**

**The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.**

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| <b>Essential Learning 1<br/>(Learning Standard B)</b> | <b>Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, and division) and their properties, algorithms and relationships</b> |
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- Critical Content      6.B.4      a. select and use approximate arithmetic operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook
- business plans including income, expenses and profit

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| <b>Essential Learning 2<br/>(Learning Standard C )</b> | <b>Compute and estimate using mental mathematics, paper and pencil methods, calculators and computers</b> |
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- Critical Content      6.C.4      a. determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip).
- estimate financial plans based on research and individual student plans

**4. Subject Expectation  
(State Goal 13)**

**The student will understand the relationships among science, technology, and society in historical and contemporary contexts.**

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| <b>Essential Learning 1<br/>(Learning Standard B)</b> | <b>Know and apply concepts that describe the interaction between science, technology, and society</b> |
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- 13.B.5e      a. assess how scientific and technological progress has affected other fields of study, careers and job markets and aspects of everyday life
- computer integrated manufacturing



- f. relate the planning function to other management functions

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| <b>Essential Learning 2</b> | <b>Organizing</b> |
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Critical Content

- a. explain the importance of organizing a business
- b. explain how management uses various resources in the organizing process to accomplish goals
- c. describe how the organization provides accountability by delegating authority and assigning responsibility
- d. evaluate how businesses are organized to achieve desired goals
- e. relate the organizing function to other management functions

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| <b>Essential Learning 3</b> | <b>Leading/Directing</b> |
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Critical Content

- a. identify leaders
- b. identify leadership qualities
- c. define leadership
- d. explain the importance of leadership
- e. differentiate between leading and managing
- f. compare leadership styles
- g. identify the appropriate leadership styles for a given situation
- h. relate management theories to the leading/directing function
- i. analyze the management skills necessary for leading/directing at various management levels

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| <b>Essential Learning 4</b> | <b>Evaluating/Controlling</b> |
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- a. discuss the importance of the evaluating/controlling function in the business environment
- b. determine alternative actions (e.g., changing goals and changing strategies) when goals are not being met in a specific situation
- c. determine the evaluating/controlling strategy for a given business situation

**7. Subject Expectation (NSBE)**

**The student will analyze management theories and their application within the business environment.**

Critical Content

- a. identify and discuss management theories
- b. identify motivation theories that impact management (e.g., Maslow and Herzberg)
- c. illustrate how management theories are applied in the business environment

**8. Subject Expectation (NSBE)**

**The student will analyze the organization of a business.**

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| <b>Essential Learning 1</b> | <b>Forms Of Business Ownership</b> |
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| Critical Content | <ul style="list-style-type: none"><li>a. identify variations of basic ownership forms (e.g., franchise, limited partnership, limited liability company and S corporation)</li><li>b. compare the forms of business ownership</li><li>c. identify the appropriate forms of ownership in the evolution of a business organization</li></ul> |
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| <b>Essential Learning 2</b> | <b>Management Levels</b> |
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| Critical Content | <ul style="list-style-type: none"><li>a. investigate emerging trends in organizational structuring</li></ul> |
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| <b>Essential Learning 3</b> | <b>Organizational Structure</b> |
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| Critical Content | <ul style="list-style-type: none"><li>a. analyze organizational structures</li><li>b. describe the evolution of organizational structure as a company changes due to internal and external forces (e.g., size, complexity, and profitability)</li></ul> |
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**9. Subject Expectation (NSBE)**      **The student will develop personal management skills to function effectively and efficiently in a business environment.**

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| <b>Essential Learning 1</b> | <b>Stress Management</b> |
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| Critical Content | <ul style="list-style-type: none"><li>a. identify stressors in the business environment</li><li>b. determine appropriate reactions to stressors in the business environment</li><li>c. recognize the need for lifelong learning</li><li>d. identify effective communication skills for the business environment</li><li>e. identify types of communication that are appropriate for specific situations</li><li>f. evaluate communications for effectiveness</li></ul> |
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**10. Subject Expectation (NSBE)**      **The student will examine the role of ethics and social responsibility in decision making.**

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| <b>Essential Learning 1</b> | <b>Ethics</b> |
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| Critical Content | <ul style="list-style-type: none"><li>a. identify the impact of unethical behavior on a business</li><li>b. identify ethical considerations resulting from various situations (e.g., technological advances, international competition, employer-employee relationship, and consumer relations)</li></ul> |
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- c. evaluate a business code of ethics
- d. identify government regulations that have resulted from unethical behavior
- e. analyze various schools of ethical thought as they relate to business decisions

**11. Subject Expectation (NSBE)      The student will describe human resource functions and their importance to organizations' successful operation.**

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| <b>Essential Learning 1</b> | <b>Human Resource Planning</b> |
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- Critical Content      a. identify activities of the human resource unit

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| <b>Essential Learning 2</b> | <b>Employee Development</b> |
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- Critical Content      a. explain why orientation and training are needed for successful employee performance  
 b. discuss why professional development is a shared responsibility between a business and an employee

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| <b>Essential Learning 3</b> | <b>Evaluation</b> |
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- Critical Content      a. explain why employees are evaluated  
 b. explain how employees are evaluated

**12. Subject Expectation (NSBE)      The student will utilize information and technology tools to conduct business effectively and efficiently.**

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| <b>Essential Learning 1</b> | <b>Technology Tools</b> |
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- Critical Content      a. identify technology tools  
 b. select the appropriate technology tools for specific business applications

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| <b>Essential Learning 2</b> | <b>E-Business</b> |
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- Critical Content      a. define e-business  
 b. analyze the impact of e-business on profitability

**13. Subject Expectation (NSBE)      The student will analyze a business organizations competitive position within the industry.**

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| <b>Essential Learning 1</b> | <b>Competition</b> |
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- Critical Content
- a. identify ways businesses compete (e.g., quality, service, status, and price)
  - b. define market share
  - c. describe ways to increase market share
  - d. define benchmarking
  - e. discuss the importance of benchmarking

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| <b>Essential Learning 2</b> | <b>Competitive Advantage</b> |
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- Critical Content
- a. analyze various businesses to determine their competitive advantages
  - b. compare the financial ratios of a firm (e.g., current, return on investment, and acid) with those of the competition
  - c. analyze relative competitive strengths and weaknesses using appropriate tools (e.g., SWOT analysis)

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| <b>Essential Learning 3</b> | <b>Internal and External Sources Of Data</b> |
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- Critical Content
- a. describe the importance of ongoing industry analysis to maintain competitive advantage

**14. Subject Expectation (NSBE)**      **The student will analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions**

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| <b>Essential Learning 1</b> | <b>Financial Statements</b> |
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- Critical Content
- a. interpret the data shown on financial statements (e.g., income statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth)

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| <b>Essential Learning 2</b> | <b>Short-Term and Long-Term Financing</b> |
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- Critical Content
- a. identify sources of financing