

QUICK REFERENCE: 12TH GRADE BUSINESS

A. COMMUNICATIONS

Content Standard

Students in Wisconsin will communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

WRITTEN COMMUNICATIONS

Rationale:

Whether in the school setting, workplace, or personal life, it is essential to be an effective writer.

ORAL COMMUNICATIONS

Rationale:

Speaking and listening are essential communication skills. Whether in a personal or formal setting, communicators are required to listen, follow instructions, and deliver coherent messages.

WORKPLACE COMMUNICATIONS

Rationale:

Communication skills are essential to be successful in the workplace.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

Written Communications

- A.12.1 Use a variety of references and resources (electronic and printed) for the purpose of writing business documents (see LA B.12.1, F.12.1, F.8.1)
- A.12.2 Produce technical writing such as memos, forms, instructions, letters, and resumes for appropriate audiences (see LA B.12.1)
- A.12.3 Write formal and informal reports supported by appropriate graphic aids (see LA B.12.1, B.12.3, E.12.1)
- A.12.4 Analyze and respond in writing to business situations (both individually and collaboratively) (see LA B.12.1, F.12.1)

Oral Communications

- A.12.5 Participate in group discussions for problem resolution (see LA C.12.13)
- A.12.6 Organize and lead discussions; participate in meetings; answer questions in formal and informal situations (see LA C.12.13)
- A.12.7 Identify and overcome major barriers to listening (see LA C.12.2, C.12.3)
- A.12.8 Assess and respond to a speaker's nonverbal messages (see LA C.12.2)
- A.12.9 Give examples of how nonverbal messages have different meanings in various cultures (see LA D.12.2)
- A.12.10 Demonstrate interactive listening techniques (see LA C.12.3)

Workplace Communications

- A.12.11 Demonstrate strategies for overcoming communication barriers
- A.12.12 Respond appropriately to the audience and the situation
- A.12.13 Demonstrate effective negotiation skills
- A.12.14 Describe strategies for communicating with supervisors
- A.12.15 Describe strategies for communicating with co-workers
- A.12.16 Describe strategies for communicating with customers/clients
- A.12.17 Prepare persuasive messages for a variety of situations
- A.12.18 Accept or decline a request
- A.12.19 Identify elements of good customer service
- A.12.20 Participate as a productive member of a group

Business students will:

Written Communications

- A.BS.1 Research and write business-specific technical reports that incorporate graphic aids (see LA B.12.1, B.12.2, B.12.3, E.12.1)
- A.BS.2 Analyze and respond to complex business case studies
- A.BS.3 Edit business documents to improve content and effectiveness (see LA B.12.2)
- A.BS.4 Compose, edit, and produce executive summaries (see LA B.12.1, B.12.2, B.12.3)

Oral Communications

- A.BS.5 Give a formal presentation using appropriate graphics, media, and support materials (see LA C.12.1, E.12.3)
- A.BS.6 Present point of view on a current business issue
- A.BS.7 Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations (see LA F.12.1)
- A.BS.8 Evaluate media and oral presentations analytically and critically (see LA C.12.3, E.12.4)
- A.BS.9 Preside at meetings

Workplace Communications

- A.BS.10 Use negotiation strategies to resolve a conflict
- A.BS.11 Demonstrate the ability to satisfy a customer's request
- A.BS.12 Prepare and deliver a presentation for a specific business purpose
- A.BS.13 Participate in and evaluate mock interviews
- A.BS.14 Discuss the importance of verbal and nonverbal communications during an interview

B. INFORMATION SYSTEMS/TECHNOLOGY

Content Standard

Students in Wisconsin will select and apply current information systems/technology as they relate to personal and business decision-making in light of ethical and social issues.

Rationale:

Information systems/technology continue to change. Students must be able to select and apply from the tools available. In order to make informed decisions, the student must learn current technology as well as understand ethical and social issues related to the use of technology.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- B.12.1 Access, navigate, and use on-line services
- B.12.2 Identify and use communication software
- B.12.3 Enter and manipulate data using the touch method on a ten-key pad
- B.12.4 Import text and graphics from other software programs
- B.12.5 Use the integration features of a software package
- B.12.6 Restart and recover from system failure and virus infection as necessary
- B.12.7 Identify and compare types of programming languages
- B.12.8 Contrast careers in the information technology industry
- B.12.9 Describe emerging hardware and software
- B.12.10 Import, export, and merge data
- B.12.11 Identify electronic storage media
- B.12.12 Analyze spreadsheet data
- B.12.13 Use desktop publishing software to create documents (see LA E.8.3)
- B.12.14 Use common features of multimedia software
- B.12.15 Identify laws and rules pertaining to computer crime, fraud, and abuse
- B.12.16 Practice a code of ethics for information systems
- B.12.17 Describe how the information technology industry impacts society
- B.12.18 Send and receive faxes

- B.12.19 Use electronic mail
- B.12.20 Send and respond to voice messages
- B.12.21 Sort and file documents according to established procedures

Business students will:

- B.BS.1 Diagnose and solve problems related to the operation of computer equipment
- B.BS.2 Apply special features of software packages such as galleries, templates, macros, etc.
- B.BS.3 Describe how information systems have changed the workplace
- B.BS.4 Explain how information systems have contributed to worker productivity
- B.BS.5 Use data to create information to solve business problems
- B.BS.6 Use desktop publishing software to design, create, and produce a variety of publications (see LA E.8.3)
- B.BS.7 Import data, graphics, and scanned images using desktop publishing software
- B.BS.8 Use multimedia software to design, create, and produce a variety of presentations (see LA E.8.3)
- B.BS.9 Design and create a web page
- B.BS.10 Evaluate application software products in terms of their features
- B.BS.11 Customize application software
- B.BS.12 Generate complex, multipart documents
- B.BS.13 Use operating system commands
- B.BS.14 Generate business forms
- B.BS.15 Generate newsletters and brochures (see LA E.8.3)
- B.BS.16 Create documents by merging information
- B.BS.17 Establish and maintain a records management system

C. FINANCIAL PROCEDURES

Content Standard

Students in Wisconsin will use financial procedures to make decisions about planning, organizing, and allocating resources.

Rationale:

Making wise decisions is essential for the economic well being of our country. Students need financial knowledge to ensure they make the best decisions both personally and professionally. Whether it is daily transactions or investments for their future, students must understand how to use resources to develop economic growth.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- C.12.1 Calculate simple interest on loans (see M D.12.3)
- C.12.2 Maintain and reconcile a checking account
- C.12.3 Prepare a budget of personal income and expenses
- C.12.4 Explain the use of credit cards, bank cards, debit cards, credit ratings, and loan applications
- C.12.5 Construct and read charts, tables, and graphs that summarize data from real world situations (see M F.12.2)
- C.12.6 Use calculators appropriately to aid computations and understanding (see M B.4.5)
- C.12.7 Contrast rental, lease, or purchase options of property
- C.12.8 Prepare a simple income tax form
- C.12.9 Contrast short- and long-term investment options

Business students will:

- C.BS.1 Identify, prepare, and analyze financial statements
- C.BS.2 Calculate loan payments with different interest rates (see M D.12.3)
- C.BS.3 Determine cash flow for a business
- C.BS.4 Compare budget figures to actual costs
- C.BS.5 Prepare and maintain payroll records
- C.BS.6 Determine manufacturing costs
- C.BS.7 Use technology to maintain, manipulate, and report financial information

D. ECONOMICS

Content Standard:

Students in Wisconsin will use critical-thinking skills to function as citizens who are literate about economics through development of personal consumer economic skills and a knowledge of societal and governmental responsibility.

Rationale:

The American economy is based on a private enterprise system in which the sum total of the millions of individual choices made by consumers, workers, and citizens affect the decisions made by business owners and government officials. In order to make these informed decisions, individuals must clearly understand how the system operates while comprehending their role in the system.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- D.12.1 Describe the components of economic activity and illustrate how they interact with each other
- D.12.2 Describe the possible effects of the national debt on the level of economic activity in the long run (see SS D.8.6)
- D.12.3 Explain how consumer legislation may affect consumer product prices (see SS D.12.5)
- D.12.4 Demonstrate an understanding of current local, state, national, and international economic issues (see SS D.12.6, D.12.13)
- D.12.5 Describe the roles of business enterprises, consumers, and government in our mixed economy (see SS D.8.10, D.12.7, D.12.14)
- D.12.6 Explain how interest rates are determined by market forces and how they influence the amount of borrowing and saving by business investors, consumers, and government officials (see SS D.12.11)

Business students will:

- D.BS.1 Explain the basic characteristics of international trade including absolute and comparative advantage, barriers to free trade, exchange rate, and balance of trade
- D.BS.2 Analyze how income will be affected by factors such as supply and demand, location, level of education, type of industry, union or non-union membership, gender, ethnicity, skill levels, work ethics, worker productivity, and market value of what workers produce
- D.BS.3 Understand the necessity for choices and the role of the decision-making process for analyzing individual business and societal decisions
- D.BS.4 Compare and contrast the different types of economic systems (command, market, traditional, and mixed)
- D.BS.5 Explain the concepts of inflation, unemployment, and Gross Domestic Product and describe how they are measured

E. ENTREPRENEURSHIP

Content Standard

Students in Wisconsin will use business knowledge and preparation to develop an understanding of business operations and the ability and skills necessary to become entrepreneurs.

Rationale:

The major components of entrepreneurship incorporate the basic structure of business (e.g., accounting/finance, economics, international business, law, marketing, and management). Therefore, it is essential for students to have an understanding of entrepreneurship and its place in the education of business.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- E.12.1 Analyze the degree to which one possesses the characteristics, skills, and abilities of an entrepreneur (see SS D.8.8)
- E.12.2 Participate in a career-related, community service activity
- E.12.3 Discuss the effects of promotion on pricing and demand for goods (see SS E.4.10, E.8.8, E.12.7)
- E.12.4 Complete a commercial loan application
- E.12.5 Identify personnel needed for a small business
- E.12.6 Define the interdependence of foreign and domestic markets (see SS D.8.3, D.8.11, D.12.8)
- E.12.7 Define franchising and describe the relationship with other forms of business organizations
- E.12.8 Discuss appropriate responses to unethical behavior in the workplace
- E.12.9 Identify resources available to entrepreneurs when preparing a business plan
- E.12.10 Operate a small business
- E.12.11 Describe the business cycle
- E.12.12 Compare ways to finance a business venture

Business students will:

- E.BS.1 Research the unique contributions of entrepreneurs in the American economy

- E.BS.2 Given a business dilemma, identify the problem and analyze possible solutions
- E.BS.3 Design a business plan for a specific business
- E.BS.4 Establish a means for building and maintaining customer loyalty
- E.BS.5 Identify impact of outside sources such as labor unions, trade organizations, and competition when establishing a small business
- E.BS.6 Prepare financial statements for a planned business
- E.BS.7 Evaluate the financial condition of a business based on its financial records
- E.BS.8 Diagram the organizational structure of a planned business
- E.BS.9 Describe practices associated with cultural diversity that would impact a business moving from the national to the international marketplace
- E.BS.10 Develop a business plan for a specific business based on the concepts of successful entrepreneurship, and defend the plan to an investor

F. MARKETING

Content Standard

Students in Wisconsin will describe how marketing strategies are used in business to meet the needs of consumers.

Rationale:

Marketing is connected to almost every function of business. All people in an organization are responsible for meeting the needs of their consumers and should, therefore, be familiar with the processes involved with marketing.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- F.12.1 Explain how marketing benefits all businesses
- F.12.2 Define marketing mix
- F.12.3 Describe current trends that affect the marketing mix
- F.12.4 Describe how government regulates marketing (see SS D.12.5)
- F.12.5 Describe how marketing problems are identified
- F.12.6 Describe the market research process
- F.12.7 Describe the factors that influence a consumer's decision to buy
- F.12.8 Identify the elements of the promotional mix
- F.12.9 Identify the role of marketing in the United States economy
- F.12.10 Describe various methods of product distribution (logistics)

Business students will:

- F.BS.1 Describe and use a marketing plan
- F.BS.2 Perform market research

- F.BS.3 Test market a product/service
- F.BS.4 Analyze the life cycle of a product/service
- F.BS.5 Analyze the various factors in pricing for a product/service
- F.BS.6 Identify factors that influence the promotional mix of a product/service
- F.BS.7 Identify the steps of the selling process
- F.BS.8 Develop a distribution plan for a product/service

G. INTERNATIONAL BUSINESS

Content Standard

Students in Wisconsin will develop the ability to participate in business transactions in both domestic and international business.

Rationale:

Businesses are taking on a global focus and workers must be able to participate in both domestic and international environments in order to succeed. Therefore, students need to be able to work in a variety of business and office settings.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- G.12.1 Define international business
- G.12.2 Explain the difference between a domestic and international company
- G.12.3 Locate major trade regions of the world (see SS A.12.6, A.12.7)
- G.12.4 Determine time in different parts of the world (see SS A.4.5)
- G.12.5 Identify careers that are influenced by international business
- G.12.6 Recognize challenges in business related to people speaking various languages
- G.12.7 Identify currencies used throughout the world
- G.12.8 Calculate simple currency exchange transactions
- G.12.9 Identify requirements for traveling abroad

Business students will:

- G.BS.1 List examples of international trade in the local community
- G.BS.2 Explain advantages and disadvantages of trade agreements between and among nations
- G.BS.3 Identify the relationship between international events and the daily conduct of business
- G.BS.4 Identify international trade partners
- G.BS.5 Explain the role of international business at local, regional, and national levels
- G.BS.6 Explain how time zones around the world affect businesses
- G.BS.7 Compare the resources (e.g., trade routes, transportation centers, foreign trade zones, etc.) of major cities around the world
- G.BS.8 Detail the processes for securing travel documents
- G.BS.9 Explain the role of U.S. Customs and the customs agencies of other countries
- G.BS.10 Identify the role of translators and interpreters in international business settings
- G.BS.11 Use words and phrases important to business people in a given language
- G.BS.12 Explain appropriate business protocol in international business situations
- G.BS.13 Explain the use of names, titles, and ranks in different cultures and countries
- G.BS.14 Select most appropriate telecommunication methods for given international business situations
- G.BS.15 Define international business terms; such as, nontariff trade barriers, tariff, quota, and balance of trade
- G.BS.16 Explain how changes in exchange rates affect consumers, companies that export goods, and companies that import goods
- G.BS.17 Identify potential problems or “hurdles” of doing business in foreign countries

H. PRINCIPLES OF MANAGEMENT

Content Standard

Students in Wisconsin will select and analyze appropriate information from the business function areas such as marketing, finance, accounting, production, and personnel of business to make informed management decisions.

Rationale:

Students must have the ability to know where to find information needed to make decisions. The knowledge of different function areas of business and what data can be obtained from these areas is essential for students to use in both personal and business management decisions.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- H.12.1 Identify the function areas of a business
- H.12.2 Identify and explain a business organizational chart
- H.12.3 Become aware of career opportunities in business organization/ management, and understand the technical skills, knowledges, education levels, and attitudes needed

Business students will:

- H.BS.1 Analyze the pros and cons of different management decisions
- H.BS.2 Develop short-term strategic plans for a business
- H.BS.3 Describe how the organization provides for accountability through authority and responsibility
- H.BS.4 Measure and compare established employment standards
- H.BS.5 Recognize the role of labor and management unions
- H.BS.6 Understand the importance of employer/employee relations

I. PRINCIPLES OF LAW

Content Standard

Students in Wisconsin will apply the basic legal principles to their roles as citizens, consumers, and employees.

Rationale:

The knowledge of law is essential in today's society. Whether the law pertains to an individual or a business, students must understand legal principles in order to be a productive citizen and make responsible decisions that protect the individual and society at large.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- I.12.1 Interpret and apply legal principles to business and personal situations
- I.12.2 Differentiate and contrast between felonies and misdemeanors and their penalties
- I.12.3 Understand rights and responsibilities when leasing property
- I.12.4 Identify laws governing credit and credit reporting
- I.12.5 Demonstrate an understanding of legal forms used in business transactions
- I.12.6 Understand laws that govern personal investments and estates
- I.12.7 Identify agencies protecting consumer rights
- I.12.8 Become aware of career opportunities in law-related areas, and understand the technical skills, knowledges, education levels, and skills needed

Business students will:

- I.BS.1 Describe sources of laws and their effect on individuals and society (see SS C.8.3)
- I.BS.2 Identify court systems and procedures (see SS C.8.4)
- I.BS.3 Analyze laws governing starting and maintaining a business
- I.BS.4 List the elements of a business contract, and identify and explain the various types of contracts
- I.BS.5 Demonstrate an understanding of the legislative process, and exhibit an awareness of legislation affecting business
- I.BS.6 Compare and contrast differences in ethical and legal systems from state to state and nation to nation
- I.BS.7 Explain contractual rights and responsibilities
- I.BS.8 Discuss consumer protection legislation
- I.BS.9 Identify contractual capacity
- I.BS.10 Discuss the effects of law on employment relations

J. INTERPERSONAL AND LEADERSHIP SKILLS

Content Standard

Students in Wisconsin will demonstrate interpersonal teamwork and leadership skills necessary to function in multicultural business settings.

Rationale:

In order to be successful, workers need to work independently and with others, demonstrate initiative, and work efficiently in a variety of business environments.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- J.12.1 Demonstrate appropriate interpersonal skills when working with others
- J.12.2 Identify stereotypes and discriminatory behaviors that could impact personal and organizational success
- J.12.3 Demonstrate ability to give and receive constructive criticism
- J.12.4 Interact effectively with people from various backgrounds
- J.12.5 Organize and participate in a discussion (see LA C.8.3, C.12.3)
- J.12.6 Demonstrate courteous attention to speakers
- J.12.7 Demonstrate the ability to work as part of a team
- J.12.8 Demonstrate the ability to work independently
- J.12.9 Give examples of how nonverbal messages have different meanings in various cultures
- J.12.10 Demonstrate delegation skills
- J.12.11 Define ethics
- J.12.12 Explain why motivation, leadership, and trust are important to a team
- J.12.13 Compare and contrast alternative leadership styles
- J.12.14 Explain the importance of consumer trust for the successful conduct of business

Business students will:

- J.BS.1 Practice appropriate interpersonal skills in a business setting
- J.BS.2 Plan and present short presentations individually or as a member of a team
- J.BS.3 Demonstrate an acceptance of different cultural beliefs and practices
- J.BS.4 Demonstrate successful listening techniques
- J.BS.5 Demonstrate professional behavior in the work environment
- J.BS.6 Participate as a member of a team in a business environment
- J.BS.7 Use appropriate etiquette when relating to business people of various cultures
- J.BS.8 Demonstrate effective consensus-building techniques in a group situation
- J.BS.9 Identify ways in which honesty and integrity of co-workers affect work performance
- J.BS.10 Lead a committee or preside at a meeting
- J.BS.11 Explain the different roles people assume when working in groups

K. CAREER DEVELOPMENT

Content Standard

Students in Wisconsin will explore careers and develop skills necessary to make meaningful decisions in a variety of business careers. Students will develop a career cluster focus based on their career development process.

Rationale:

Career development encompasses an individual's total life. In our changing society, career enhancements and career changes will become common. Individuals must be able to use the tools, resources, and guidance made available to them to make informed decisions.

PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- K.12.1 Assess and analyze personal talents and interests as they relate to career decisions
- K.12.2 Describe how personal qualities transfer from school to work
- K.12.3 Identify ways to overcome weaknesses and capitalize on strengths
- K.12.4 Update and present career portfolio that includes career research materials and work samples
- K.12.5 List sources of training related to career plan
- K.12.6 Analyze projected career opportunities and trends
- K.12.7 Create a career and education (lifework) plan for transition from high school
- K.12.8 Demonstrate habits needed for career success
- K.12.9 Experience paid/unpaid work opportunities
- K.12.10 Explain the benefits of community involvement
- K.12.11 Discuss social and ethical standards of the workplace
- K.12.12 Prepare documents for a job campaign
- K.12.13 Participate in a mock interview
- K.12.14 Describe employment trends in the workplace
- K.12.15 Develop and maintain a job search database

Business students will:

- K.BS.1 Identify how one's own strengths match skills needed for business career cluster

- K.BS.2 Develop strategies to acquire skills needed for business career cluster
- K.BS.3 Identify strategies to use to upgrade and improve performance
- K.BS.4 Explore entrepreneurship opportunities
- K.BS.5 Explain the need for flexible career planning
- K.BS.6 Identify a network of business people who will provide assistance in securing a job
- K.BS.7 Explain the benefits of professional involvement
- K.BS.8 Develop a database of professional organizations related to chosen career cluster
- K.BS.9 Experience paid school- and work-based opportunities related to business occupational cluster