



## **TEKS ALIGNMENT & SUGGESTED PACING GUIDE**

# Business Management



***TEKS COVERAGE: 100%***

**iCEV Business, Marketing, Finance, IT & Media Site**

# TABLE OF CONTENTS

<b>I. SUGGESTED PACING GUIDE W/ TEKS SUMMARY</b>				3 - 4
<hr/>				
<b>II. TEKS BY LESSON</b>				5 - 60
Business Characteristics	5	Inventory Management		32
Organizational Structures	6	Distribution & Inventory Methods		33
Aspects of a Business Plan	7-8	Evaluating the Competition		34
Business & Management Concepts	9-10	Changing Nature of Business		35
Management Functions	11-12	Strategies & Solutions: Keys to Solving Business Problems		36-39
Successful Business Operations	13-14	Global Industry		40
Business Workflow	15	Risks & Strategies in International Business		41
Workplace Issues	16	Societal Impacts on Careers		42
Business Ethics	17	Jobs, Careers & Education		43
Ethics in Business	18-19	Skills for Real World Survival		44-46
Recruitment	20	Employability Skills		47-51
Leadership Styles	21	Graduate Tips & Advice: Importance of Work Ethic		52
Coaching & Motivating Employees	22	Management of Energy, Money & Tasks		53
Managing People	23-25	Decision Making		54-57
Multicultural Workplace	26	Introduction to Professional Communication		58
Managing Diversity	27	Communication Styles		59
Teamwork & Collaboration	28-30	Written Communication Practices		60
Product Planning & Development	31			
<b>III. ENTIRE TEKS CORRELATION INSTRUMENT</b>				61 - 85
<hr/>				

Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
1	Business Characteristics	5.E.i; 5.F.i; 5.G.i; 5.H.i; 6.A.i; 6.B.i; 7.I.i; 7.Q.i	5
2	Organizational Structures	2.C.i; 2.J.i; 2.J.ii; 4.A.i; 4.C.i; 4.J.i	4
3	Aspects of a Business Plan	4.G.i; 6.K.i; 6.M.i; 8.G.ii; 9.A.i; 9.B.i; 9.C.i; 9.D.i; 9.D.ii; 9.E.i	4
4	Business & Management Concepts	2.A.i; 2.B.i; 2.B.v; 2.I.i; 3.A.i; 3.B.i; 3.I.i; 7.F.i; 7.F.ii; 7.H.i; 7.H.ii; 7.J.i; 7.K.i; 7.L.i; 7.L.ii; 7.M.i; 7.M.ii	6
5	Management Functions	2.A.i; 2.B.i; 2.B.ii; 2.B.iii; 2.B.iv; 2.B.v; 2.F.i; 2.F.ii; 3.A.i; 3.B.i; 3.C.i; 7.A.i; 7.B.i; 7.D.i; 7.E.i	5
6	Successful Business Operations	2.A.i; 2.D.i; 3.F.i; 5.E.i; 5.F.i; 5.G.i; 5.I.i; 5.J.i; 5.K.i; 5.M.i; 5.M.ii; 6.A.i; 6.D.i; 6.E.i; 6.K.i; 6.M.i; 6.O.i; 7.O.i; 7.P.i	4
7	Business Workflow	4.B.i; 4.B.ii; 4.B.iii	3
8	Workplace Issues	4.H.i; 5.B.i; 5.D.i; 6.N.i	4
9	Business Ethics	1.E.i; 1.E.ii; 1.E.iii; 2.G.i; 2.H.i; 5.A.i	3
10	Ethics in Business	1.E.i; 1.E.ii; 1.E.iii; 2.G.i; 2.H.i; 2.I.i; 2.K.i; 2.K.ii; 5.A.i	6
11	Recruitment	5.E.i	5
12	Leadership Styles	6.F.i; 6.G.i; 6.H.i; 6.I.i; 6.I.ii; 6.I.iii; 6.J.i; 6.O.i; 8.D.i	5
13	Coaching & Motivating Employees	6.E.ii	3
14	Managing People	2.D.i; 3.A.i; 3.B.i; 4.D.i; 4.E.i; 4.F.i; 4.F.ii; 4.F.iii; 4.F.iv; 4.F.v; 4.F.vi; 4.J.i; 6.A.i; 6.E.ii; 6.L.i; 6.O.i; 7.F.i; 7.F.ii; 7.N.i	4
15	Multicultural Workplace	5.L.i; 5.L.ii	4
16	Managing Diversity	5.C.i; 5.C.ii; 5.L.i; 5.L.ii; 5.M.iii; 6.C.i; 8.A.i; 8.A.ii	6
17	Teamwork & Collaboration	1.B.i; 4.I.i; 4.I.ii; 7.E.ii; 8.B.i; 8.B.ii; 8.B.iii; 8.B.iv; 8.B.v; 8.B.vi; 8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.C.v; 8.C.vi; 8.D.i	5
18	Product Planning & Development	7.C.i; 7.G.i	5
19	Inventory Management	7.R.i	5
20	Distribution & Inventory Methods	7.Q.i; 7.S.i	5
21	Evaluating the Competition	3.E.i	5
22	Changing Nature of Business	3.H.i	5
23	Strategies & Solutions: Keys to Solving Business Problems	3.D.i; 3.D.ii; 3.D.iii; 3.D.iv; 3.D.v; 3.D.vi; 3.D.vii; 3.G.i	4
24	Global Industry	3.I.i; 3.J.i	6
25	Risks & Strategies in International Business	3.J.i	3
<b>Career Development Lessons</b>			
26	Societal Impacts on Careers	2.E.i; 2.E.ii	8
27	Jobs, Careers & Education	8.A.ii	10
28	Skills for Real World Survival	1.B.i; 1.C.i; 1.C.ii; 1.D.i; 4.I.i; 4.I.ii; 5.A.i; 8.B.i; 8.B.ii; 8.B.iii; 8.B.iv; 8.B.v; 8.B.vi; 8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.C.v; 8.C.vi	13
29	Employability Skills	1.B.i; 1.C.i; 1.C.ii; 1.D.i; 1.F.i; 1.F.ii; 1.F.iii; 1.F.iv; 1.F.v; 2.G.i; 2.H.i; 4.I.i; 4.I.ii; 5.A.i; 8.B.i; 8.B.ii; 8.B.iii; 8.B.iv; 8.B.v; 8.B.vi; 8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.C.v; 8.C.vi; 8.E.i; 8.F.i; 8.F.ii; 8.G.i	5
30	Graduate Tips & Advice: Importance of Work Ethic	1.D.i	2

Scope & Sequence	Lesson Title	TEKS	Days of Teaching*
31	Management of Energy, Money & Tasks	1.F.i; 1.F.ii; 1.F.iii; 1.F.iv; 1.F.v	6
32	Decision Making	3.D.i; 3.D.ii; 3.D.iii; 3.D.iv; 3.D.v; 3.D.vi; 3.D.vii; 7.E.i; 7.E.ii	4
33	Introduction to Professional Communication	1.A.i; 1.A.ii; 5.C.ii; 6.N.i	5
34	Communication Styles	6.K.i; 6.M.i; 6.N.i	7
35	Written Communication Practices	1.A.ii	15

\* *Days of Teaching* identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

## Business Characteristics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees	Business Characteristics
(5) The student explains the role of staffing within an organization. The student is expected to:	(F) define the selection process for new employees	(i) define the selection process for new employees	Business Characteristics
(5) The student explains the role of staffing within an organization. The student is expected to:	(G) explain the types of training needed for newly hired employees	(i) explain the types of training needed for newly hired employees	Business Characteristics
(5) The student explains the role of staffing within an organization. The student is expected to:	(H) define professional development in terms of current employees	(i) define professional development in terms of current employees	Business Characteristics
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation	Business Characteristics
(6) The student demonstrates the qualities of leadership. The student is expected to:	(B) distinguish between extrinsic and intrinsic rewards	(i) distinguish between extrinsic and intrinsic rewards	Business Characteristics
(7) The student understands the necessity of the control process. The student is expected to:	(I) define the quality-related characteristics for services	(i) define the quality-related characteristics for services	Business Characteristics
(7) The student understands the necessity of the control process. The student is expected to:	(Q) analyze manufacturing operations	(i) analyze manufacturing operations	Business Characteristics

## Organizational Structures

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student demonstrates an understanding of the management concept. The student is expected to	(C) define the management pyramid	(i) define the management pyramid	Organizational Structures
(2) The student demonstrates an understanding of the management concept. The student is expected to	(J) explain how socially responsible management policies are initiated and implemented	(i) explain how socially responsible management policies are initiated	Organizational Structures
(2) The student demonstrates an understanding of the management concept. The student is expected to	(J) explain how socially responsible management policies are initiated and implemented	(ii) explain how socially responsible management policies are implemented	Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(A) explain how to design an adaptive organization	(i) explain how to design an adaptive organization	Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(C) define the chain of command	(i) define the chain of command	Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(J) define span of control or span of management	(i) define span of control or span of management	Organizational Structures

## Aspects of a Business Plan

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student recognizes the importance of organizations. The student is expected to:	(G) define delegation in a management context	(i) define delegation in a management context	Aspects of a Business Plan
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process	Aspects of a Business Plan
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process	Aspects of a Business Plan
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(G) develop personal traits and behaviors to foster career advancement	(ii) develop personal behaviors to foster career advancement	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(A) initiate a project, which includes identifying resources needed for a project	(i) initiate a project, which includes identifying resources needed for a project	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(B) develop a project plan	(i) develop a project plan	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(C) execute a project	(i) execute a project	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	(i) monitor a project	Aspects of a Business Plan

(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	(ii) control a project	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(E) close a project	(i) close a project	Aspects of a Business Plan



## Business & Management Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management	Business & Management Concepts
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(i) explain management functions, including planning	Business & Management Concepts
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(v) explain management functions, including controlling	Business & Management Concepts
(2) The student demonstrates an understanding of the management concept. The student is expected to	(I) define social responsibility	(i) define social responsibility	Business & Management Concepts
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning	Business & Management Concepts
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning	Business & Management Concepts
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(I) define global management	(i) define global management	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(i) explain the importance of managing for productivity	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(ii) explain the importance of managing for growth	Business & Management Concepts

(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000	(i) explain International Standards Organization (ISO) standards, including ISO 9000	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14001	(ii) explain International Standards Organization (ISO) standards, including ISO 14000	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(J) explain the Baldrige National Quality Award	(i) explain the Baldrige National Quality Award	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(K) explain the Deming Award	(i) explain the Deming Award	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(L) research and critique recent winners of the Baldrige award using appropriate online technology	(i) research recent winners of the Baldrige award using appropriate online technology	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(L) research and critique recent winners of the Baldrige award using appropriate online technology	(ii) critique recent winners of the Baldrige award using appropriate online technology	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(M) research and critique recent winners of the Deming award using appropriate online technology	(i) research recent winners of the Deming award using appropriate online technology	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(M) research and critique recent winners of the Deming award using appropriate online technology	(ii) critique recent winners of the Deming award using appropriate online technology	Business & Management Concepts

## Management Functions

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(i) explain management functions, including planning	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(ii) explain management functions, including organizing	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(iii) explain management functions, including staffing	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(iv) explain management functions, including leading	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(v) explain management functions, including controlling	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	(i) identify the external environmental factors that influence management	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	(ii) identify the internal environmental factors that influence management	Management Functions
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning	Management Functions

(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning	Management Functions
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(C) define types of planning such as marketing, financial, and organizational	(i) define types of planning	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(A) examine the control process	(i) examine the control process	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(B) illustrate the five primary control methods	(i) illustrate the five primary control methods	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(D) define the strategic importance of management information	(i) define the strategic importance of management information	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(i) develop the importance of gathering information	Management Functions

## Successful Business Operations

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management	Successful Business Operations
(2) The student demonstrates an understanding of the management concept. The student is expected to	(D) define the role of management	(i) define the role of management	Successful Business Operations
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(F) establish organizational strategy	(i) establish organizational strategy	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(F) define the selection process for new employees	(i) define the selection process for new employees	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(G) explain the types of training needed for newly hired employees	(i) explain the types of training needed for newly hired employees	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(I) explain employee compensation in a competitive environment	(i) explain employee compensation in a competitive environment	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(J) define the potential need for downsizing	(i) define the potential need for downsizing	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(K) rationalize the costs of employee turnover and what can be done to reduce turnover rate	(i) rationalize what can be done to reduce turnover rate	Successful Business Operations

(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(i) research contemporary cases addressing recruitment using appropriate online resources	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(ii) research contemporary cases addressing downsizing using appropriate online resources	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(D) define the Expectancy Theory	(i) define the Expectancy Theory	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(i) explain how rewards affect motivation	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization	Successful Business Operations
(7) The student understands the necessity of the control process. The student is expected to:	(O) explain service operations	(i) explain service operations	Successful Business Operations
(7) The student understands the necessity of the control process. The student is expected to:	(P) develop a service quality standards instrument such as a customer satisfaction survey or SERVQUAL survey	(i) develop a service quality standards instrument	Successful Business Operations

## Business Workflow

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(i) define the concepts of departmentalization	Business Workflow
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(ii) define the methods of departmentalization	Business Workflow
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(iii) define the types of departmentalization	Business Workflow
(4) The student recognizes the importance of organizations. The student is expected to:	(H) compare and contrast centralized and decentralized organizations	(i) compare and contrast centralized and decentralized organizations	Workplace Issues

## Workplace Issues

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student explains the role of staffing within an organization. The student is expected to:	(B) explain or define the major federal employment laws	(i) explain or define the major federal employment laws	Workplace Issues
(5) The student explains the role of staffing within an organization. The student is expected to:	(D) identify sexual harassment in the workplace	(i) identify sexual harassment in the workplace	Workplace Issues
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication	Workplace Issues



## Business Ethics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Business Ethics
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Business Ethics
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations	Business Ethics
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior	Business Ethics
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions	Business Ethics
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Business Ethics

## Ethics in Business

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Ethics in Business
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Ethics in Business
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations	Ethics in Business
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior	Ethics in Business
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions	Ethics in Business
(2) The student demonstrates an understanding of the management concept. The student is expected to	(I) define social responsibility	(i) define social responsibility	Ethics in Business
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Ethics in Business

(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	(i) research contemporary cases dealing with ethics using appropriate online technology	Ethics in Business
(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	(ii) research contemporary cases dealing with social responsibility using appropriate online technology	Ethics in Business

## Recruitment

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees	Recruitment

## Leadership Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates the qualities of leadership. The student is expected to:	(F) compare a leader to a manager	(i) compare a leader to a manager	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(G) explain the roles of a leader	(i) explain the roles of a leader	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(H) explain the traits of an effective leader	(i) explain the traits of an effective leader	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(i) define the different styles of leadership, including autocratic	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(ii) define the different styles of leadership, including democratic	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(iii) define the different styles of leadership, including free rein	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(J) explain when each style of leadership is appropriate	(i) explain when each style of leadership is appropriate	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization	Leadership Styles
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(D) participate in leadership activities	(i) participate in leadership activities	Leadership Styles

## Coaching & Motivating Employees

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(ii) explain how goals affect motivation	Coaching & Motivating Employees

## Managing People

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student demonstrates an understanding of the management concept. The student is expected to	(D) define the role of management	(i) define the role of management	Managing People
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning	Managing People
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(D) explain line authority	(i) explain line authority	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(E) define staff authority	(i) define staff authority	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(i) explain the advantages of different types of organizations, including line	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(ii) explain the advantages of different types of organizations, including line and staff	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(iii) explain the advantages of different types of organizations, including matrix	Managing People

(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(iv) explain the disadvantages of different types of organizations, including line	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(v) explain the disadvantages of different types of organizations, including line and staff	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(vi) explain the disadvantages of different types of organizations, including matrix	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(J) define span of control or span of management	(i) define span of control or span of management	Managing People
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation	Managing People
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(ii) explain how goals affect motivation	Managing People
(6) The student demonstrates the qualities of leadership. The student is expected to:	(L) explain the concept of employee perception	(i) explain the concept of employee perception	Managing People
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization	Managing People
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(i) explain the importance of managing for productivity	Managing People
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(ii) explain the importance of managing for growth	Managing People



(7) The student understands the necessity of the control process. The student is expected to:	(N) define Total Quality Management	(i) define Total Quality Management	Managing People
---	-------------------------------------	-------------------------------------	-----------------

## Multicultural Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(i) explain the need of a diverse workforce	Multicultural Workplace
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(ii) explain the benefits of a diverse workforce	Multicultural Workplace

## Managing Diversity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(i) define adverse impact	Managing Diversity
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(ii) define employment discrimination	Managing Diversity
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(i) explain the need of a diverse workforce	Managing Diversity
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(ii) explain the benefits of a diverse workforce	Managing Diversity
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(iii) research contemporary cases addressing diversity using appropriate online resources	Managing Diversity
(6) The student demonstrates the qualities of leadership. The student is expected to:	(C) explain how to address real or perceived inequities in the workplace	(i) explain how to address real or perceived inequities in the workplace	Managing Diversity
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(i) recognize personal biases	Managing Diversity
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(ii) recognize stereotypes	Managing Diversity

## Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Teamwork & Collaboration
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams	Teamwork & Collaboration
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork	Teamwork & Collaboration
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(ii) develop the importance of sharing information	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates	Teamwork & Collaboration

(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates	Teamwork & Collaboration

(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates	Teamwork & Collaboration
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(D) participate in leadership activities	(i) participate in leadership activities	Teamwork & Collaboration

## Product Planning & Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the necessity of the control process. The student is expected to:	(C) explain the importance of quality control	(i) explain the importance of quality control	Product Planning & Development
(7) The student understands the necessity of the control process. The student is expected to:	(G) define the quality-related characteristics for products	(i) define the quality-related characteristics for products	Product Planning & Development

## Inventory Management

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the necessity of the control process. The student is expected to:	(R) define inventory in the management context	(i) define inventory in the management context	Inventory Management



## Distribution & Inventory Methods

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student understands the necessity of the control process. The student is expected to:	(Q) analyze manufacturing operations	(i) analyze manufacturing operations	Distribution & Inventory Methods
(7) The student understands the necessity of the control process. The student is expected to:	(S) explain the fiscal importance of controlling inventory	(i) explain the fiscal importance of controlling inventory	Distribution & Inventory Methods

## Evaluating the Competition

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(E) determine competitive advantage	(i) determine competitive advantage	Evaluating the Competition

## Changing Nature of Business

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(H) identify the need for change	(i) identify the need for change	Changing Nature of Business

## Strategies & Solutions: Keys to Solving Business Problems

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(i) identify steps of the management decision-making process, including identifying the problem or opportunity</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(ii) identify steps of the management decision-making process, including gathering relevant information or data</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>

<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(iii) identify steps of the management decision-making process, including determining alternative courses of action</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(iv) identify steps of the management decision-making process, including evaluating each alternative</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>

<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(v) identify steps of the management decision-making process, including computing an optimal decision</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(vi) identify steps of the management decision-making process, including implementing the chosen course of action</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>

<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(vii) identify steps of the management decision-making process, including evaluating the decision feedback and determining if any changes are necessary</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(G) determine innovative strategies</p>	<p>(i) determine innovative strategies</p>	<p>Strategies &amp; Solutions: Keys to Solving Business Problems</p>

## Global Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(I) define global management	(i) define global management	Global Industry
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(J) explain how the organization will function in a global environment	(i) explain how the organization will function in a global environment	Global Industry



## Risks & Strategies in International Business

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(J) explain how the organization will function in a global environment	(i) explain how the organization will function in a global environment	Risks & Strategies in International Business

## Societal Impacts on Careers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student demonstrates an understanding of the management concept. The student is expected to	(E) explain the history and evolution of management	(i) explain the history of management	Societal Impacts on Careers
(2) The student demonstrates an understanding of the management concept. The student is expected to	(E) explain the history and evolution of management	(ii) explain the evolution of management	Societal Impacts on Careers

## Jobs, Careers & Education

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(ii) recognize stereotypes	Jobs, Careers & Education

## Skills for Real World Survival

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Skills for Real World Survival
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Skills for Real World Survival
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place	Skills for Real World Survival
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Skills for Real World Survival
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams	Skills for Real World Survival
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork	Skills for Real World Survival
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Skills for Real World Survival

(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates	Skills for Real World Survival

(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors	Skills for Real World Survival
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates	Skills for Real World Survival

## Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks	Employability Skills

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results	Employability Skills
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior	Employability Skills
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions	Employability Skills
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams	Employability Skills



(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates	Employability Skills

(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates	Employability Skills

(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(E) participate in career development activities	(i) participate in career development activities	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(F) assess personal strengths and weaknesses	(i) assess personal strengths	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(F) assess personal strengths and weaknesses	(ii) assess personal weaknesses	Employability Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(G) develop personal traits and behaviors to foster career advancement	(i) develop personal traits to foster career advancement	Employability Skills
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Employability Skills

## Graduate Tips & Advice: Importance of Work Ethic

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Graduate Tips & Advice: Importance of Work Ethic

## Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results	Management of Energy, Money & Tasks

## Decision Making

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(i) identify steps of the management decision-making process, including identifying the problem or opportunity</p>	<p>Decision Making</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(ii) identify steps of the management decision-making process, including gathering relevant information or data</p>	<p>Decision Making</p>

<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(iii) identify steps of the management decision-making process, including determining alternative courses of action</p>	<p>Decision Making</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(iv) identify steps of the management decision-making process, including evaluating each alternative</p>	<p>Decision Making</p>

<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(v) identify steps of the management decision-making process, including computing an optimal decision</p>	<p>Decision Making</p>
<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(vi) identify steps of the management decision-making process, including implementing the chosen course of action</p>	<p>Decision Making</p>



<p>(3) The student recognizes the importance of planning in an organization. The student is expected to:</p>	<p>(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary</p>	<p>(vii) identify steps of the management decision-making process, including evaluating the decision feedback and determining if any changes are necessary</p>	<p>Decision Making</p>
<p>(7) The student understands the necessity of the control process. The student is expected to:</p>	<p>(E) develop the importance of gathering and sharing information</p>	<p>(i) develop the importance of gathering information</p>	<p>Decision Making</p>
<p>(7) The student understands the necessity of the control process. The student is expected to:</p>	<p>(E) develop the importance of gathering and sharing information</p>	<p>(ii) develop the importance of sharing information</p>	<p>Decision Making</p>

## Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills	Introduction to Professional Communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills	Introduction to Professional Communication
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(ii) define employment discrimination	Introduction to Professional Communication
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication	Introduction to Professional Communication

## Communication Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process	Communication Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process	Communication Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication	Communication Styles

## Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills	Written Communication Practices

**Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 130. Texas Essential Knowledge and Skills for Career &amp; Technical Education</b>
<b>Subchapter</b>	<b>Subchapter D. Business Management and Administration</b>
<b>Course</b>	<b>§130.139. Business Management (One Credit), Adopted 2015.</b>
<b>Publisher</b>	<b>CEV Multimedia, Ltd.</b>
<b>Program Title</b>	<b>iCEV Business, Marketing, Finance, IT &amp; Media Site</b>
<b>Program ISBN</b>	<b>9781614592129</b>
<b>TEKS Coverage (%)</b>	<b>100.00%</b>

**(a) General requirements.** This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.

- (b) Introduction.**
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
  - (3) Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Lesson</b>	<b>Activity, Project, Handout, etc.</b>
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills	Introduction to Professional Communication	Activity - Interview; Activity - Script; Activity - Talking Stick Teacher Instruction Sheet
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills	Written Communication Practices	Activity - Blog; Project - Informative Pamphlet
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using written skills	Introduction to Professional Communication	Project - Memo
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Teamwork & Collaboration	Project - Work-Related Problem Solving
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Employability Skills	Project - Personal Skills; Activity - Knots
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Skills for Real World Survival	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Skills for Real World Survival	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place	Skills for Real World Survival	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Graduate Tips & Advice: Importance of Work Ethic	Project - Real Life Work Ethic
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Skills for Real World Survival	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Ethics in Business	Project - Laws & Regulations

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Business Ethics	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Ethics in Business	Project - Laws & Regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations	Business Ethics	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations	Ethics in Business	Project - Laws & Regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks	Management of Energy, Money & Tasks	Project - Managing Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks	Employability Skills	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules	Management of Energy, Money & Tasks	Project - Managing Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules	Employability Skills	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely	Management of Energy, Money & Tasks	Project - Managing Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely	Employability Skills	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency	Management of Energy, Money & Tasks	Project - Managing Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency	Employability Skills	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results	Management of Energy, Money & Tasks	Project - Managing Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results	Employability Skills	
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management	Business & Management Concepts	
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management	Successful Business Operations	Vocabulary Handout
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	(i) define the term management	Management Functions	Vocabulary Handout; Project - Personal Management Style



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(i) explain management functions, including planning	Management Functions	Project - Personal Management Style
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(i) explain management functions, including planning	Business & Management Concepts	
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(ii) explain management functions, including organizing	Management Functions	Project - Personal Management Style
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(iii) explain management functions, including staffing	Management Functions	Project - Personal Management Style
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(iv) explain management functions, including leading	Management Functions	Project - Personal Management Style
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(v) explain management functions, including controlling	Management Functions	Project - Personal Management Style
(2) The student demonstrates an understanding of the management concept. The student is expected to	(B) explain management functions, including planning, organizing, staffing, leading, and controlling	(v) explain management functions, including controlling	Business & Management Concepts	
(2) The student demonstrates an understanding of the management concept. The student is expected to	(C) define the management pyramid	(i) define the management pyramid	Organizational Structures	Vocabulary Handout; Project - Organizational Structures
(2) The student demonstrates an understanding of the management concept. The student is expected to	(D) define the role of management	(i) define the role of management	Managing People	Project - Personal Management Style
(2) The student demonstrates an understanding of the management concept. The student is expected to	(D) define the role of management	(i) define the role of management	Successful Business Operations	Project - Successful Business Element
(2) The student demonstrates an understanding of the management concept. The student is expected to	(E) explain the history and evolution of management	(i) explain the history of management	Societal Impacts on Careers	Project - U.S. Employment History
(2) The student demonstrates an understanding of the management concept. The student is expected to	(E) explain the history and evolution of management	(ii) explain the evolution of management	Societal Impacts on Careers	Project - U.S. Employment History
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	(i) identify the external environmental factors that influence management	Management Functions	Activity - Factors Influencing Management
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	(ii) identify the internal environmental factors that influence management	Management Functions	Activity - Factors Influencing Management

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior	Ethics in Business	Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Code of Ethics; Project - Unethical Case Study
(2) The student demonstrates an understanding of the management concept. The student is expected to	(G) define ethical workplace behavior	(i) define ethical workplace behavior	Employability Skills	
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions	Ethics in Business	Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Code of Ethics; Project - Unethical Case Study
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	(i) summarize how to make ethical decisions	Employability Skills	
(2) The student demonstrates an understanding of the management concept. The student is expected to	(I) define social responsibility	(i) define social responsibility	Business & Management Concepts	Activity - Business Category; Activity - Business Category Teacher Instruction Sheet; Project - Business Plan
(2) The student demonstrates an understanding of the management concept. The student is expected to	(I) define social responsibility	(i) define social responsibility	Ethics in Business	Activity - Business Social Responsibility; Activity - Ethical Dilemmas; Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Code of Ethics; Project - Laws and Regulations
(2) The student demonstrates an understanding of the management concept. The student is expected to	(J) explain how socially responsible management policies are initiated and implemented	(i) explain how socially responsible management policies are initiated	Organizational Structures	Project - Initiation and Implementation of Policies
(2) The student demonstrates an understanding of the management concept. The student is expected to	(J) explain how socially responsible management policies are initiated and implemented	(ii) explain how socially responsible management policies are implemented	Organizational Structures	Project - Initiation and Implementation of Policies
(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	(i) research contemporary cases dealing with ethics using appropriate online technology	Ethics in Business	Project - Unethical Case Study
(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	(ii) research contemporary cases dealing with social responsibility using appropriate online technology	Ethics in Business	Project - Unethical Case Study
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning	Business & Management Concepts	
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning	Managing People	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(A) define the term planning	(i) define the term planning	Management Functions	Project - Organizational Planning
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning	Business & Management Concepts	
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning	Managing People	
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	(i) explain the necessity of proper planning	Management Functions	Project - Organizational Planning
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(C) define types of planning such as marketing, financial, and organizational	(i) define types of planning	Management Functions	Project - Organizational Planning
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(i) identify steps of the management decision-making process, including identifying the problem or opportunity	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(i) identify steps of the management decision-making process, including identifying the problem or opportunity	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(ii) identify steps of the management decision-making process, including gathering relevant information or data	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(ii) identify steps of the management decision-making process, including gathering relevant information or data	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(iii) identify steps of the management decision-making process, including determining alternative courses of action	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(iii) identify steps of the management decision-making process, including determining alternative courses of action	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(iv) identify steps of the management decision-making process, including evaluating each alternative	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(iv) identify steps of the management decision-making process, including evaluating each alternative	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(v) identify steps of the management decision-making process, including computing an optimal decision	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(v) identify steps of the management decision-making process, including computing an optimal decision	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(vi) identify steps of the management decision-making process, including implementing the chosen course of action	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(vi) identify steps of the management decision-making process, including implementing the chosen course of action	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(vii) identify steps of the management decision-making process, including evaluating the decision feedback and determining if any changes are necessary	Decision Making	Activity - Decision Making Process; Project - Decisions Made; Project - Future Decisions; Activity - Pet Purchase
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(D) identify steps of the management decision-making process, including (i) identifying the problem or opportunity; (ii) gathering relevant information or data; (iii) determining alternative courses of action; (iv) evaluating each alternative; (v) computing an optimal decision; (vi) implementing the chosen course of action; and (vii) evaluating the decision feedback and determining if any changes are necessary	(vii) identify steps of the management decision-making process, including evaluating the decision feedback and determining if any changes are necessary	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(E) determine competitive advantage	(i) determine competitive advantage	Evaluating the Competition	Project - Competition Evaluation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(F) establish organizational strategy	(i) establish organizational strategy	Successful Business Operations	Project - Business Creation
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(G) determine innovative strategies	(i) determine innovative strategies	Strategies & Solutions: Keys to Solving Business Problems	Project - Business Solutions Teacher Instruction Sheet
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(H) identify the need for change	(i) identify the need for change	Changing Nature of Business	Project - Factors of a Changing Workspace
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(I) define global management	(i) define global management	Global Industry	Project - Going Global; Project - How a Global Business Runs
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(I) define global management	(i) define global management	Business & Management Concepts	
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(J) explain how the organization will function in a global environment	(i) explain how the organization will function in a global environment	Global Industry	Project - How a Global Business Runs
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(J) explain how the organization will function in a global environment	(i) explain how the organization will function in a global environment	Risks & Strategies in International Business	Project - Risks & Strategies
(4) The student recognizes the importance of organizations. The student is expected to:	(A) explain how to design an adaptive organization	(i) explain how to design an adaptive organization	Organizational Structures	Project - Initiation and Implementation of Policies
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(i) define the concepts of departmentalization	Business Workflow	Project - Workflow Chart; Project - Workflow Modifications Teacher Instruction Sheet
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(ii) define the methods of departmentalization	Business Workflow	Project - Workflow Chart; Project - Workflow Modifications Teacher Instruction Sheet
(4) The student recognizes the importance of organizations. The student is expected to:	(B) define the concepts, methods, and types of departmentalization	(iii) define the types of departmentalization	Business Workflow	Project - Workflow Chart; Project - Workflow Modifications Teacher Instruction Sheet
(4) The student recognizes the importance of organizations. The student is expected to:	(C) define the chain of command	(i) define the chain of command	Organizational Structures	Project - Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(D) explain line authority	(i) explain line authority	Managing People	Activity - Authority Types
(4) The student recognizes the importance of organizations. The student is expected to:	(E) define staff authority	(i) define staff authority	Managing People	Activity - Authority Types
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(i) explain the advantages of different types of organizations, including line	Managing People	Project - Organization Types



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(ii) explain the advantages of different types of organizations, including line and staff	Managing People	Project - Organization Types
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(iii) explain the advantages of different types of organizations, including matrix	Managing People	Project - Organization Types
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(iv) explain the disadvantages of different types of organizations, including line	Managing People	Project - Organization Types
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(v) explain the disadvantages of different types of organizations, including line and staff	Managing People	Project - Organization Types
(4) The student recognizes the importance of organizations. The student is expected to:	(F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix	(vi) explain the disadvantages of different types of organizations, including matrix	Managing People	Project - Organization Types
(4) The student recognizes the importance of organizations. The student is expected to:	(G) define delegation in a management context	(i) define delegation in a management context	Aspects of a Business Plan	Activity - Three Management Styles
(4) The student recognizes the importance of organizations. The student is expected to:	(H) compare and contrast centralized and decentralized organizations	(i) compare and contrast centralized and decentralized organizations	Workplace Issues	Activity - Compare and Contrast Organization
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams	Teamwork & Collaboration	Activity - Team Roles; Project - Work-Related Problem Solving; Project - Historical Leadership
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(i) identify the concept of teams	Employability Skills	Activity - Knots
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork	Teamwork & Collaboration	Activity - Team Roles; Project - Work-Related Problem Solving; Project - Historical Leadership
(4) The student recognizes the importance of organizations. The student is expected to:	(I) identify the concept of teams and teamwork	(ii) identify the concept of teamwork	Employability Skills	Activity - Knots
(4) The student recognizes the importance of organizations. The student is expected to:	(J) define span of control or span of management	(i) define span of control or span of management	Organizational Structures	Project - Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(J) define span of control or span of management	(i) define span of control or span of management	Managing People	Activity - Details Affecting Structures

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Employability Skills	Project - Interview
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Skills for Real World Survival	
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Ethics in Business	Activity - Ethics Role Play Teacher; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Code of Ethics; Project - Unethical Case Study
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	(i) describe ethics in human resource issues	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
(5) The student explains the role of staffing within an organization. The student is expected to:	(B) explain or define the major federal employment laws	(i) explain or define the major federal employment laws	Workplace Issues	Activity - Federal Laws for Safety; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(i) define adverse impact	Managing Diversity	
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(ii) define employment discrimination	Introduction to Professional Communication	Project - History; Vocabulary Handout
(5) The student explains the role of staffing within an organization. The student is expected to:	(C) define adverse impact and employment discrimination	(ii) define employment discrimination	Managing Diversity	Vocabulary Handout
(5) The student explains the role of staffing within an organization. The student is expected to:	(D) identify sexual harassment in the workplace	(i) identify sexual harassment in the workplace	Workplace Issues	Activity - Federal Laws for Safety; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees	Business Characteristics	Project - Business Profile
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees	Successful Business Operations	
(5) The student explains the role of staffing within an organization. The student is expected to:	(E) explain the methods of recruiting potential employees	(i) explain the methods of recruiting potential employees	Recruitment	Project - Job Advertisement
(5) The student explains the role of staffing within an organization. The student is expected to:	(F) define the selection process for new employees	(i) define the selection process for new employees	Business Characteristics	Project -Business Profile
(5) The student explains the role of staffing within an organization. The student is expected to:	(F) define the selection process for new employees	(i) define the selection process for new employees	Successful Business Operations	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student explains the role of staffing within an organization. The student is expected to:	(G) explain the types of training needed for newly hired employees	(i) explain the types of training needed for newly hired employees	Business Characteristics	Project -Business Profile
(5) The student explains the role of staffing within an organization. The student is expected to:	(G) explain the types of training needed for newly hired employees	(i) explain the types of training needed for newly hired employees	Successful Business Operations	
(5) The student explains the role of staffing within an organization. The student is expected to:	(H) define professional development in terms of current employees	(i) define professional development in terms of current employees	Business Characteristics	Project - Business Profile
(5) The student explains the role of staffing within an organization. The student is expected to:	(I) explain employee compensation in a competitive environment	(i) explain employee compensation in a competitive environment	Successful Business Operations	Activity - Compensation
(5) The student explains the role of staffing within an organization. The student is expected to:	(J) define the potential need for downsizing	(i) define the potential need for downsizing	Successful Business Operations	Project - Employee Turnover & Downsizing
(5) The student explains the role of staffing within an organization. The student is expected to:	(K) rationalize the costs of employee turnover and what can be done to reduce turnover rate	(i) rationalize what can be done to reduce turnover rate	Successful Business Operations	Project - Employee Turnover & Downsizing
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(i) explain the need of a diverse workforce	Multicultural Workplace	
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(i) explain the need of a diverse workforce	Managing Diversity	Activity - Needs and Benefits of a Diverse Workforce
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(ii) explain the benefits of a diverse workforce	Multicultural Workplace	
(5) The student explains the role of staffing within an organization. The student is expected to:	(L) explain the need and benefits of a diverse workforce	(ii) explain the benefits of a diverse workforce	Managing Diversity	Activity - Needs and Benefits of a Diverse Workforce
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(i) research contemporary cases addressing recruitment using appropriate online resources	Successful Business Operations	Activity - Case Studies
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(ii) research contemporary cases addressing downsizing using appropriate online resources	Successful Business Operations	Activity - Case Studies
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	(iii) research contemporary cases addressing diversity using appropriate online resources	Managing Diversity	Activity - Diversity Case Study
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation	Successful Business Operations	Vocabulary Handout
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation	Managing People	Project - Personal Management Style; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	(i) define motivation	Business Characteristics	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(B) distinguish between extrinsic and intrinsic rewards	(i) distinguish between extrinsic and intrinsic rewards	Business Characteristics	Activity - Intrinsic vs. Extrinsic
(6) The student demonstrates the qualities of leadership. The student is expected to:	(C) explain how to address real or perceived inequities in the workplace	(i) explain how to address real or perceived inequities in the workplace	Managing Diversity	Activity - Inequities
(6) The student demonstrates the qualities of leadership. The student is expected to:	(D) define the Expectancy Theory	(i) define the Expectancy Theory	Successful Business Operations	Vocabulary Handout
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(i) explain how rewards affect motivation	Successful Business Operations	Activity - Compensation
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(ii) explain how goals affect motivation	Coaching & Motivating Employees	Project - Motivation Strategies
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	(ii) explain how goals affect motivation	Managing People	Project - Personal Management Style
(6) The student demonstrates the qualities of leadership. The student is expected to:	(F) compare a leader to a manager	(i) compare a leader to a manager	Leadership Styles	Activity - Leader vs. Manager
(6) The student demonstrates the qualities of leadership. The student is expected to:	(G) explain the roles of a leader	(i) explain the roles of a leader	Leadership Styles	Activity - Parts of a Leader; Project - Career Interview
(6) The student demonstrates the qualities of leadership. The student is expected to:	(H) explain the traits of an effective leader	(i) explain the traits of an effective leader	Leadership Styles	Activity - Parts of a Leader; Project - Leadership Video; Project - Career Interview
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(i) define the different styles of leadership, including autocratic	Leadership Styles	Project - Historical Leaders; Project - Leadership Video
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(ii) define the different styles of leadership, including democratic	Leadership Styles	Project - Historical Leaders; Project - Leadership Video
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	(iii) define the different styles of leadership, including free rein	Leadership Styles	Project - Historical Leaders; Project - Leadership Video
(6) The student demonstrates the qualities of leadership. The student is expected to:	(J) explain when each style of leadership is appropriate	(i) explain when each style of leadership is appropriate	Leadership Styles	Activity - Appropriate Leadership
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process	Aspects of a Business Plan	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process	Successful Business Operations	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	(i) define the management communication process	Communication Styles	Project - Model Communication
(6) The student demonstrates the qualities of leadership. The student is expected to:	(L) explain the concept of employee perception	(i) explain the concept of employee perception	Managing People	Activity - Employee Perception

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process	Aspects of a Business Plan	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process	Successful Business Operations	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	(i) analyze the communication process	Communication Styles	Project - Model Communication
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication	Communication Styles	Activity - Find It
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication	Introduction to Professional Communication	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	(i) compare and contrast formal and informal communication	Workplace Issues	
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization	Managing People	Project - Personal Management Style
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization	Leadership Styles	Project - Career Interview
(6) The student demonstrates the qualities of leadership. The student is expected to:	(O) explain how to improve communication within an organization	(i) explain how to improve communication within an organization	Successful Business Operations	Project - Successful Business Element.
(7) The student understands the necessity of the control process. The student is expected to:	(A) examine the control process	(i) examine the control process	Management Functions	Activity - Management Information & Methods
(7) The student understands the necessity of the control process. The student is expected to:	(B) illustrate the five primary control methods	(i) illustrate the five primary control methods	Management Functions	Activity - Management Information & Methods
(7) The student understands the necessity of the control process. The student is expected to:	(C) explain the importance of quality control	(i) explain the importance of quality control	Product Planning & Development	Activity - Quality Control
(7) The student understands the necessity of the control process. The student is expected to:	(D) define the strategic importance of management information	(i) define the strategic importance of management information	Management Functions	Activity - Management Information & Methods
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(i) develop the importance of gathering information	Management Functions	
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(i) develop the importance of gathering information	Decision Making	Activity - Pet Purchase; Project - Decisions Made; Project - Future Decisions; Activity - Decision Making Process
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(ii) develop the importance of sharing information	Decision Making	Activity - Pet Purchase; Project - Decisions Made; Project - Future Decisions; Activity - Decision Making Process

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	(ii) develop the importance of sharing information	Teamwork & Collaboration	
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(i) explain the importance of managing for productivity	Managing People	Project - Personal Management Style
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(i) explain the importance of managing for productivity	Business & Management Concepts	Activity - Business Category; Activity - Business Category Teacher Instruction Sheet; Project - Business Plan
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(ii) explain the importance of managing for growth	Managing People	Project - Personal Management Style
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	(ii) explain the importance of managing for growth	Business & Management Concepts	Activity - Business Category; Activity - Business Category Teacher Instruction Sheet; Project - Business Plan
(7) The student understands the necessity of the control process. The student is expected to:	(G) define the quality-related characteristics for products	(i) define the quality-related characteristics for products	Product Planning & Development	Project - Product Lines & Brands
(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000	(i) explain International Standards Organization (ISO) standards, including ISO 9000	Business & Management Concepts	Activity - ISO
(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14001	(ii) explain International Standards Organization (ISO) standards, including ISO 14000	Business & Management Concepts	Activity - ISO
(7) The student understands the necessity of the control process. The student is expected to:	(I) define the quality-related characteristics for services	(i) define the quality-related characteristics for services	Business Characteristics	Project - Business Profile
(7) The student understands the necessity of the control process. The student is expected to:	(J) explain the Baldrige National Quality Award	(i) explain the Baldrige National Quality Award	Business & Management Concepts	Student Handout - Awards & Prizes
(7) The student understands the necessity of the control process. The student is expected to:	(K) explain the Deming Award	(i) explain the Deming Award	Business & Management Concepts	Student Handout - Awards & Prizes
(7) The student understands the necessity of the control process. The student is expected to:	(L) research and critique recent winners of the Baldrige award using appropriate online technology	(i) research recent winners of the Baldrige award using appropriate online technology	Business & Management Concepts	Student Handout - Awards & Prizes
(7) The student understands the necessity of the control process. The student is expected to:	(L) research and critique recent winners of the Baldrige award using appropriate online technology	(ii) critique recent winners of the Baldrige award using appropriate online technology	Business & Management Concepts	Student Handout - Awards & Prizes
(7) The student understands the necessity of the control process. The student is expected to:	(M) research and critique recent winners of the Deming award using appropriate online technology	(i) research recent winners of the Deming award using appropriate online technology	Business & Management Concepts	Student Handout - Awards & Prizes

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student understands the necessity of the control process. The student is expected to:	(M) research and critique recent winners of the Deming award using appropriate online technology	(ii) critique recent winners of the Deming award using appropriate online technology	Business & Management Concepts	Student Handout - Awards & Prizes
(7) The student understands the necessity of the control process. The student is expected to:	(N) define Total Quality Management	(i) define Total Quality Management	Managing People	Project - Organization Types; Vocabulary Handout
(7) The student understands the necessity of the control process. The student is expected to:	(O) explain service operations	(i) explain service operations	Successful Business Operations	Activity - Business Operations
(7) The student understands the necessity of the control process. The student is expected to:	(P) develop a service quality standards instrument such as a customer satisfaction survey or SERVQUAL survey	(i) develop a service quality standards instrument	Successful Business Operations	Activity - Business Operations
(7) The student understands the necessity of the control process. The student is expected to:	(Q) analyze manufacturing operations	(i) analyze manufacturing operations	Business Characteristics	Project - Business Profile
(7) The student understands the necessity of the control process. The student is expected to:	(Q) analyze manufacturing operations	(i) analyze manufacturing operations	Distribution & Inventory Methods	
(7) The student understands the necessity of the control process. The student is expected to:	(R) define inventory in the management context	(i) define inventory in the management context	Inventory Management	Activity - Classroom Dictionary; Project - Inventory Management Concept Map
(7) The student understands the necessity of the control process. The student is expected to:	(S) explain the fiscal importance of controlling inventory	(i) explain the fiscal importance of controlling inventory	Distribution & Inventory Methods	Project - Inventory & Distribution Plan
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(i) recognize personal biases	Managing Diversity	Activity - First Impression; Activity - First Impression Teacher Instruction Sheet; Activity - What Will You Do Teacher Instruction Sheet
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(ii) recognize stereotypes	Jobs, Careers & Education	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(A) recognize personal biases and stereotypes	(ii) recognize stereotypes	Managing Diversity	Activity - First Impression; Activity - First Impression Teacher Instruction Sheet; Activity - What Will You Do Teacher Instruction Sheet
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers	Teamwork & Collaboration	Project - Work-Related Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective interpersonal skills involving situations with coworkers	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective interpersonal skills involving situations with supervisors	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective interpersonal skills involving situations with subordinates	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers	Teamwork & Collaboration	Project - Work-Related Problem Solving



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective interpersonal skills involving situations with coworkers	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective interpersonal skills involving situations with supervisors	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective interpersonal skills involving situations with subordinates	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers	Teamwork & Collaboration	Project - Work-Related Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(i) identify effective team-building skills involving situations with coworkers	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(ii) identify effective team-building skills involving situations with supervisors	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iii) identify effective team-building skills involving situations with subordinates	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers	Teamwork & Collaboration	Project - Work-Related Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(iv) practice effective team-building skills involving situations with coworkers	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(v) practice effective team-building skills involving situations with supervisors	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates	Teamwork & Collaboration	Project - Work-Related Problem Solving
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates	Skills for Real World Survival	
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates	(vi) practice effective team-building skills involving situations with subordinates	Employability Skills	Project - Personal Skills; Activity - Skills Flashcards; Activity - Knots
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(D) participate in leadership activities	(i) participate in leadership activities	Teamwork & Collaboration	Activity - Team Roles; Project - Work-Related Problem Solving; Project - Historical Leadership

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(D) participate in leadership activities	(i) participate in leadership activities	Leadership Styles	Activity - Parts of a Leader; Project - Career Interview; Project - Leadership Video
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(E) participate in career development activities	(i) participate in career development activities	Employability Skills	Project - Interview
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(F) assess personal strengths and weaknesses	(i) assess personal strengths	Employability Skills	Project - Personal Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(F) assess personal strengths and weaknesses	(ii) assess personal weaknesses	Employability Skills	Project - Personal Skills
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(G) develop personal traits and behaviors to foster career advancement	(i) develop personal traits to foster career advancement	Employability Skills	Project - Personal Skills; Project - Interview
(8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:	(G) develop personal traits and behaviors to foster career advancement	(ii) develop personal behaviors to foster career advancement	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(A) initiate a project, which includes identifying resources needed for a project	(i) initiate a project, which includes identifying resources needed for a project	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(B) develop a project plan	(i) develop a project plan	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(C) execute a project	(i) execute a project	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	(i) monitor a project	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	(ii) control a project	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(E) close a project	(i) close a project	Aspects of a Business Plan	Project - Creating a Business Plan; Project - Creating a Business Plan Teacher Instruction Sheet