



**Business Management
Program of Study
Business Management &
Administration Career Cluster**



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STANDARDS	PAGE REFERENCES
<p>1. Produce a career pathways chart or other graphic detailing the aptitudes and training required for careers of interest. For example, outline the typical skills and training required to become a human relations manager, including personal aptitudes, postsecondary credentials, and licensing. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted.</p>	<p>Teacher Edition: A 69, 157, 211, 249, 287, 343, 383, 437, 491, 581, 635; C 69, 157, 211, 249, 287, 343, 383, 437, 491, 581, 635; F 68, 156, 210, 248, 286, 342, 382, 436, 490, 580, 634; T 68, 156, 210, 248, 286, 342, 382, 436, 490, 580, 634</p>
<p>2. Conduct a job market search for one of the careers selected in the preceding standard by browsing print and online job boards and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career, based on the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities outlined in the vacancy announcement.</p>	<p>Student Edition: 367-370, 372-377 <i>Business Case Study</i> 369 <i>Ethics in Business</i> 367 <i>Real World</i> 374, 377 <i>Thematic Project</i> 70-71 Teacher Edition: A 71; C 71; F 70; R 374; T 70-71; WS 374</p>
<p>3. Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, teamwork, and professionalism necessary for success in the workplace.</p>	<p>Student Edition: 118-119 <i>Active Learning</i> 118 <i>Business Case Study</i> 118 <i>Critical Thinking</i> 121 #11 <i>Review Key Concepts</i> 119 #3, 120 #5 <i>Write About It</i> 121 #18 Teacher Edition: R 118; U 118</p>
<p>4. Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school-based project.</p>	<p>The following page references discuss the development of confidence and leadership skills. Student Edition: 128, 130 <i>Review Key Concepts</i> 130 #3 Teacher Edition: C 130</p>

STANDARDS	PAGE REFERENCES
<p>5. Compare and contrast skills for communicating professionally in business as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques.</p>	<p>Student Edition: 128-129 <i>Figure 129</i> <i>Write About It 137 #19</i></p> <p>Teacher Edition: U 129; W 129</p>
<p>6. Define the term business, and research the four major functions of business: (1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting. As part of a short research project and presentation, select a product and trace its development through each of the four functions, detailing who is involved at each stage. For example, deliver a presentation explaining how the iPhone goes from raw materials to final packaged product available for sale.</p>	<p>Student Edition: 12 <i>Photo 13</i> <i>Vocabulary Review 16 #1</i></p> <p>Teacher Edition: DTP 13</p>
<p>7. Identify the factors of production (i.e., natural, labor, capital, and entrepreneurial). Drawing on case studies, textbooks, or similar resources, discuss the concept of opportunity cost in the context of business operations, and explain how businesses make decisions based on scarcity of resources.</p>	<p>Student Edition: 23-26 <i>As You Read 23</i> <i>Reading Check 24, 25</i> <i>Real World 24</i> <i>Review Key Concepts 26 #2, #3, 32 #3</i> <i>Write About It 33 #15</i></p> <p>Teacher Edition: C 26; R 23, 25; S 24; WS 25</p>
<p>8. Summarize the foundational economic principles of supply and demand. Distinguish between an economic good and an economic service, and draw conclusions about how the law of supply and demand influences what goods and services businesses will produce using limited resources. Using a range of goods and services as evidence, write a brief informative text illustrating this relationship and the implications for consumers and the economy at large.</p>	<p>Student Edition: 29 <i>Critical Thinking 33 #11</i> <i>Figure 30</i> <i>Real World 29</i> <i>Review Key Concepts 31 #1</i> <i>Vocabulary Review 32 #1</i></p> <p>Teacher Edition: C 30</p>

STANDARDS	PAGE REFERENCES
<p>9. Research and describe the four stages of a business cycle (recession, depression, recovery, and peak). Using a graphic organizer, label each stage of the business cycle and plot the generally accepted economic activities occurring at each stage.</p>	<p>Student Edition: 44-47 <i>As You Read</i> 45 <i>Critical Thinking</i> 49 #12 <i>Figure</i> 44 <i>Reading Check</i> 44 <i>Real World</i> 46 <i>Review Key Concepts</i> 47 #1, #2, #3, 48 #5 <i>Write About It</i> 49 #18</p> <p>Teacher Edition: C 47; R 44, 46; S 45; U 46; W 46</p>
<p>10. Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development (i.e., interstates, public transportation), inventions, expansion opportunities, and other market factors.</p>	<p>Student Edition: 95-97 <i>As You Read</i> 95, 96 <i>Critical Thinking</i> 105 #7, #8, #9 <i>Figure</i> 95 <i>Reading Check</i> 96 <i>Review Key Concepts</i> 98 #1, #2, 104 #2</p> <p>Teacher Edition: R 95, 97; S 96; U 97; W 97</p>
<p>11. Drawing on resources such as the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and local Chambers of Commerce or Development Districts, investigate the current economic situation in the county and compare it to the economic situation of the state. Write a report on the findings, citing evidence from sources researched. Findings can include the unemployment rate, business growth/decline, occupation growth/decline, population changes, government operating budget, etc. Include an analysis on how economic conditions affect employment and product consumption, and draw conclusions about the implications of such conditions on the creation, expansion, and relocation of businesses.</p>	<p>The following page references discuss economic indicators that can be used with teacher instruction to meet this standard.</p> <p>Student Edition: 40-42 <i>Critical Thinking</i> 49 #8, #9, #10 <i>Reading Check</i> 41 <i>Real World</i> 41 <i>Review Key Concepts</i> 42 #2, #3, 48 #3 <i>Write About It</i> 49 #17</p> <p>Teacher Edition: C 42; R 41; S 40; U 41; W 41</p>

12. Draw on a range of print and digital sources, such as articles, videos, and textbooks, to create a timeline or similar narrative detailing the evolution of business in the U.S. Annotate

STANDARDS**PAGE REFERENCES**

- 16.** Differentiate between fixed and variable expenses. Select three of the expenses listed, draw conclusions as to their importance to the business, and analyze cost-cutting strategies a company might take to minimize expenses in each of the chosen categories.

Student Edition:

507

*Vocabulary Review 508 #1***Teacher Edition:****17.**

