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Chapter 1. General

§101.   Mission and Goals of Education in Louisiana

A. As a part of the scope of education in Louisiana, Business Education embraces the mission and goals of education as adopted by the Board of Elementary and Secondary Education which follow.

1.   The Board of Elementary and Secondary Education pledges its commitment to the proposition that every child is valued and every child will learn.

2.   In order that we may honor this commitment, the board will aggressively pursue new and different ideas, develop a strong systemic process for change, and dedicate our energies and resources to that mission.

3.   The Board recognizes that education is an on-going process in which learning is the constant and time is the variable. It is for this reason that we propose and adopt the following goals which we believe will help chart the course for every child in Louisiana:

    a.   focus on the early years;

    b.   prepare students for the workplace;

    c.   increase literacy, reduce dropouts;

    d.   support teachers;

    e.   support children and families;

    f.   provide performance based accountability.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:985 (May 2004).

§103.   Mission Statement of Business Education in Louisiana

A. The mission of Business Education in Louisiana is to provide students with:

1. business knowledge and workplace skills in preparation for initial employment and advancement in a career;

2. background information for further study in the field of business;

3. technology skills for personal and work-related environments;

4. leadership abilities for fulfilling career, social, and civic responsibilities; and

5. career information and development of personal qualities necessary for a successful career.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:985 (May 2004).

§105.   NBEA National Business Education Standards

A.   In 1995, the National Business Education Association published the *National Standards for Business Education: What America's Students Should Know and Be Able to Do In Business*.[1] ([1]National Standards for Business Education: What America's Students Should Know and Be Able to Do In Business; National Business Education Association, Reston, Virginia; 1995.) This document provides standards for business education programs, defines the parameters of the discipline of business education, and provides a guide for curriculum writers to use in developing superior programs in business education. The standards are designed to develop students' comprehensive knowledge and competence. The NBEA recommends that students should be able to:

1.   function as economically literate citizens through the development of personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operations;

2.   demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings;

3.   develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business careers;

4.   select and apply the tools of technology as they relate to personal and business decision making;

5.   communicate effectively as writers, listeners, and speakers in social and business settings;

6.   use accounting procedures to make decisions about planning, organizing, and allocating resources;

7.   apply the principles of law in personal and business settings;

8.   prepare to become entrepreneurs by drawing from their general understanding of all aspects of business;

9.   understand the interrelationships of different functional areas of business and the impact of one component on another;

10. develop the ability to participate in business transactions in both the domestic and international arenas;

11. develop the ability to market the assets each individual has whether they be in the labor market or in the consumer goods market;

12. manage data from all of the functional areas of business needed to make wise management decisions;

13. utilize analytical tools needed to understand and make reasoned decisions about economic issues, both personal and societal.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:985 (May 2004).

§107. Business Education Framework Development and Structure

A. Realizing the need to incorporate national standards into Louisiana's Business Education curriculum, a team of secondary and postsecondary business educators was assembled. The team was assigned the task of creating a framework of standards and benchmarks that would be used as a guide for developing curriculum at the local level. Business and industry representatives and middle school educators reviewed the document. This curriculum framework document is the result of that process.

B. In addition to standards and benchmarks for Business Education, the framework appendix includes elements critical to the success of every vocational business curriculum: foundation skills; a model for lifelong learning; SCANS workplace skills; school-to-work opportunities; vocational student organization information; and a list of resources. Every effort was made to provide a curriculum framework document that would be a useful tool for developing curriculum in Business Education.

C. As a result of examining the national standards and current Business Education course offerings, team members established five career majors in the Business career cluster. Developing career majors within a career cluster assists students in moving toward career goals. This framework provides *standards*—what students should know and be able to do when they complete a career major. It allows local systems to develop a unique curriculum based on available resources and the needs of the local community.

D. The five career majors for the business career cluster are:

1. accounting;

2. administrative support;

3. business administration and management;

4. economics/finance;

5. information systems.

E. Although the five career majors represent a diverse body of knowledge and skills, there are certain concepts that should be included in each standard. These concepts are defined as *strands* and should be interwoven throughout the Business Education curriculum. The concepts identified as strands are:

1. career development;

2. communication;

3. computation;

4. international business;

5. interrelationships of business and academics;

6. technology;

7. work ethics and professionalism.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:985 (May 2004).

§109. Critical Thinking Skills

A. In addition to achieving content standards, students must be information literate in order to communicate, make decisions, and solve problems. Critical thinking skills are essential to living and working in an environment where information is abundant and constantly available.

B. Thinking is a learned process and effective teachers make a conscious effort to teach critical thinking skills. Questioning and classroom activities are two ways to encourage and develop critical thinking in the classroom. The use of questions that require comprehension, application, analysis, synthesis, or evaluation of information encourage higher-order thinking skills. Cooperative/collaborative learning activities or classroom projects that require students to construct, criticize, critique, solve problems, or make decisions also enhance critical thinking abilities. Areas where critical thinking skills could be developed are indicated throughout the framework.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:986 (May 2004).

§111. Integration of Academics and Enhancement of the Curriculum

A. Emphasis is placed on integrating academic and business courses through cross-referencing academic content standards and encouraging team teaching and cooperative projects. Incorporating the model for lifelong learning, emphasizing foundation skills and SCANS workplace skills, implementing school-to-work activities, and encouraging an active FBLA organization will enhance the Business Education curriculum.

B. Upon completion of a career major, students possess fundamental skills for jobs related to that career area. School districts wishing to implement a quality business education program should consider the following steps.

1. Job Analysis. Each local system should begin setting up its business program by performing a "job analysis" survey on the related occupations for each business education major. A job analysis is a challenging but critical

tool in developing a successful vocational program. It primarily consists of but is not limited to the following.

a. Determine what and where the "jobs" for the career major are located. In some areas, there may not be any local jobs in the related career major area. If no jobs are available, then the career major may not need to be offered locally. The job analysis process should be repeated every two or three years to track changes in the job market and thus, changes in the curriculum.

b. If jobs are available for the related major, a survey of the skills required should be compiled. This list of skills should be developed from the prospective employers and established skill reports such as the SCANS.

2. Curriculum Development. Once the employment possibilities for a career major have been identified and the skills necessary to be employed are compiled, training can be developed. The courses listed in each career major represent excellent places to develop vocational training. If the courses do not cover the skills developed in the job analysis, local school systems are encouraged to develop new courses that will cover the necessary skills. Some type of cooperative education course or work-based learning component should be integrated into all career majors.

C. Curriculum should be reviewed and revised periodically to meet the needs of the student and the local business community. Articulation agreements with postsecondary institutions should be reviewed and pursued as courses in the curriculum are developed and refined.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:986 (May 2004).

§113. Intended Audience and Use of the Framework

A. The Business Education curriculum framework document is intended for a broad audience. The framework serves as a guide for curriculum and instruction and as a general reference to the concepts and skills of Business Education in Louisiana. The intended users of the framework include:

1. business education teachers to use in planning curriculum, instruction, and assessment;

2. K-12 teachers to use in identifying ways they can incorporate Business Education concepts and skills into their curricula;

3. parents to use as a means of assessing the effectiveness of their children's business education;

4. school and district administrators and school board members to use as a vision for business education and a basis for planning resource allocations, materials purchases, local curriculum development, teachers' professional development, and facility construction;

5. policy makers and state education staff to use as a basis for developing laws, policies, professional development activities/materials, assessment strategies, and funding priorities to support local program development;

6. university faculty and administrators to use as a basis for the content and design of preservice and in-service teacher education programs and articulation agreements;

7. technical college faculty and administrators to use as a basis for articulation agreements and program development; and

8. business/industry leaders and government agency staff to use as a basis for developing effective partnerships for supporting Business Education programs and professional development.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:986 (May 2004).

Chapter 3. Standards and Benchmarks

§301. Introduction

A. Standards and benchmarks provide a framework for local curriculum development. A school district's physical facilities, available equipment, resources, and community and business support are only a few of the factors that make the system unique and determine the curriculum offered.

B. In using this framework to develop curriculum, a *standard* is the major outcome of a course and *benchmarks* are the goals for obtaining that outcome. Local systems will select the career majors to be offered, the courses offered in these majors, and create the objectives and activities that teachers will use to direct their instruction to reach the benchmarks for the selected courses. This procedure will allow local systems to structure curriculum to meet the needs of their students, schools, and communities while remaining consistent with the overall framework for the entire state.

C. Local systems will use the career majors as a guide to select the courses that will be offered for each major. Not all career majors or all courses listed with the major in this framework must be offered locally. Employment opportunities and postsecondary education availability in the local area should be considered as curriculum is developed.

D. To be identified as a vocational completer, a student must successfully complete four courses in the career major, two of which must be competency courses. The other two courses must be selected from the competency courses and/or related elective courses identified in the career major.

E. Business Education programs shall provide opportunities for business education students to receive instruction in one or more career majors. A career major consists of at least four of the courses recommended for the major. Two of the courses must be at the competency level. High schools with two or less full-time teachers may offer required courses on an alternating basis in order to meet the requirements for program approval. An approved vocational program at the junior high level (grades 7-8) shall include a

minimum of three classes in Business Education or Exploratory Business.

F. The first semester of Keyboarding is considered a foundation skill for each career major. Touch typing skill, keyboard layout, and business formats should be taught at the junior high (grades 6-8) level if possible, to allow time for concentration on competency courses in a career major. If students have not completed Keyboarding and Keyboarding Applications upon entering high school, these should be the first business courses taken.

G. The Business Education content standards and the five career majors are described in detail beginning on page 16. Each of the five career majors are defined by required competency courses and related elective courses, a focus statement that describes its importance and uniqueness, and examples of employment options available to the student upon the successful completion of the career major. (Page ii in the Appendix provides a matrix for easy reference to the career majors and recommended courses.)

H. Following each career major are the content standards that relate to that major. The standards identify what students should know and be able to do. In the column beside each standard are benchmarks that identify specific skills and knowledge and serve as points of reference to gauge student progress toward achievement of standards. Benchmarks set the direction of instruction. An asterisk (*) identifies benchmarks that encourage critical thinking.

I. Cross-references to academic content standards reinforce the integration of academic and business skills. English Language Arts, Mathematics, Social Studies, and Science academic standards are cross-referenced in the third column beside each Business Education standard. The referenced academic standards are listed in full in the appendix. Codes used in the table to identify the academic standards are given below:

1. Codes for Referenced Academic Standards

   ELA = English Language Arts

   Standard number is given, then benchmark number

   Mathematics

   Strand letter is given, then benchmark number

   N - Number and Number Relations Strand

   A - Algebra Strand

   M - Measurement Strand

   G - Geometry Strand

   D - Data, Discrete Math, and Probability Strand

   P - Patterns, Relations, and Functions Strand

   Social Studies

   Strand letter is given, then benchmark letter and number

   G - Geography Strand

C - Civics Strand

E - Economics Strand

H - History Strand

Science

Strand letter is given, then benchmark letter and number

SI - Science As Inquiry Strand

PS - Physical Science Strand

LS - Life Science Strand

SE - Science and the Environment Strand

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:987 (May 2004).

§303. Business Education Content Standards

A. Business Education Content Standards

1. The student will understand and apply basic accounting principles and procedures.

2. The student will use automated accounting procedures to apply basic accounting principles and pursue advanced accounting methods.

3. The student will research careers and apply skills needed for initial and continued employment.

4. The student will develop attitudes, procedures, and skills necessary to function effectively in a variety of electronic offices.

5. The student will use appropriate communication skills to communicate in a business environment.

6. The student will demonstrate the ability to use standard equipment found in a variety of modern offices.

7. The student will demonstrate successful job competencies as senior cooperative education students through classroom instruction and on-the-job training at approved business office sites.

8. The student will demonstrate the ability to maintain business and personal records.

9. The student will apply business law principles to personal and business settings.

10. The student will explore the role of an entrepreneur and apply the concepts of entrepreneurship.

11. The student will understand the American business system in order to function as a productive citizen, consumer, and worker.

12. The student will identify and explain the importance of business management concepts and the role of marketing in the global business environment.

13. The student will use economic concepts to understand and make reasoned decisions about economic issues.

14. The student will apply math computational and problem-solving skills in personal, business, and consumer applications.

15. The student will utilize current technology and information processing concepts for personal and business applications.

16. The student will produce business and personal presentations using multimedia technology.

17. The student will apply desktop publishing concepts and effective communication techniques to produce business and personal documents.

18. The student will apply proper keyboarding techniques to input data and produce personal and business documents.

19. The student will explore and use telecommunications systems.

20. The student will produce various business documents using word processing concepts and procedures.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:988 (May 2004).

§305. Accounting

A. Competency Courses: Accounting*, Advanced/Computerized Accounting*

B. Related Electives: Business Computer Applications I and II, Business Law, Business Machines, Cooperative Office Education, Computer Multimedia Presentations, Education for Careers*, Entrepreneurship, Financial Math, Introduction to Business, Keyboarding/Keyboarding Applications, Records Management, Telecommunications

C. Focus Statement

1. Accounting emphasizes a strong foundation in basic accounting theory and procedures along with current applications of computer technology. This combination ensures that students will master basic accounting concepts and procedures as well as a general knowledge of how to use the computer to perform accounting activities.

2. Accounting instruction plays an important role in the secondary business curriculum and can make significant contributions to the education of students. Accounting is considered the "language of business"; therefore, it is a crucial component of academic backgrounds for students who will pursue entrepreneurial adventures, professional careers, or small business ownership. All students, regardless of the profession they choose, will benefit from accounting instruction in their business and personal life since it is an integral part of every business institution and organization.

3. Some examples of employment options available upon successful completion of the Accounting career major are:

a. high school:
i. bookkeeping clerk;
ii. payroll clerk;
iii. data entry clerk;
iv. accounting clerk;
v. inventory clerk;
vi. bank teller;

b. advanced training:
i. purchasing agent;
ii. income tax preparer;
iii. auditing assistant;
iv. inventory controller;

c. 4-year degree:
i. accountant;
ii. tax accountant;
iii. governmental accountant;
iv. cost accountant;
v. business consultant;
vi. financial adviser;
vii. loan officer;
viii. internal/external auditor;
ix. cpa (requires additional certification).

*Content standard is included in this major.

Standards and Benchmarks/Academic Cross-Reference

Standard	Benchmarks	Academic Cross-References	
1. Understand and apply basic accounting principles and procedures	(Recommended Grades 10-12) a. Complete the steps of the accounting cycle and explain the purpose of each step *b. Determine the value of assets, liabilities, and owner's equity according to generally accepted accounting principles, explaining when and why they are used *c. Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses d. Recognize the basic forms of business organizations (sole proprietorship, partnership, corporation, cooperative and franchise) and the related differences in accounting procedures	ELA 1 - 1,3,4,5 3 - 1,2,3 4 - 1,2,3,4,5,6 5 - 1,2,3,4,5,6 6 - 1,2,4 Mathematics N - 1/2/3/4/5/6/7 A - 1/3/4 M - 1/2/3/4 G - 6 D -1/2/3/4/5/6/7/8/9 P - 1/2/4/5	Social Studies C - A--6 E - A--1/2/3/4/ 5/6/7/8 B--1/2/3/4/5 C--1/2/3 H - B--11/12/13/14/ 15/16/17 C--15 Science SI - A--1/2/3/4/5/6/ B--1/3/5
2. Use automated accounting procedures to apply basic accounting principles and pursue advanced accounting methods	(Recommended Grades 11-12) a. Develop an awareness of the role the computer can play in maintaining accounting records b. Complete the various steps of the accounting cycle using accounting software *c. Use planning and control principles to evaluate the performance of an organization *d. Apply differential analysis and present value concepts to make decisions e. Understand the procedures used in the accounting systems of departmentalized, branch, and manufacturing business and not-for-profit organizations *f. Prepare, interpret, and analyze financial statements using manual and computerized procedures	ELA 1 - 1/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 6 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 1/3/4 M - 1/2/3/4 G - 6 D -1/2/3/4/5/6/7/8/9 P - 1/2/4/5	Social Studies G - D--4 C - A--6 C--2/3 E - A--1/2/3/4/ 5/6/7/8 B--1/2/3/4/5 C--1/2/3 H - B--11/12/13/14/ 15/16/17 C--15 Science SI - A--1/2/3/4/5 B--1/3/5
3. Research careers and apply skills needed for initial and continued employment	(Recommended Grades 6-8) a. Identify individual assets, interests, aptitudes, talents, and occupational abilities b. Use available tools, including Internet technology, to research local, national, and global employment opportunities and qualifications (Recommended Grades 9-12) *c. Select a career pathway and complete a career plan d. Begin a personal portfolio for employment purposes e. Identify the steps to conduct a job search f. Define and demonstrate the job application process g. Identify and apply workplace skills (SCANS) to maintain successful employment *h. Evaluate various benefit packages i. Identify and define employee rights and responsibilities and review legal aspects of employment j. Relate lifelong learning to employment k. Define work ethics and professionalism	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 M - 1/2/3/4	Social Studies C - D--1/2/3/4 E - A--3 Science SI - A--1/2/3/4/5/6 PS - H--2/3 LS - F--3 G--1 SE - D--9

*Identifies benchmarks that encourage critical thinking

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:988 (May 2004).

§307. Administrative Support

A. Competency Courses: Administrative Support Occupations*, Business Computer Applications I and II, Business English*, Business Machines*, Cooperative Office Education*, Desktop Publishing, Keyboarding/Keyboarding Applications, Records Management*, Telecommunications, Word Processing

B. Related Electives: Accounting, Computer Multimedia Presentations, Education for Careers, Financial Math, Introduction to Business, Introduction to Management

C. Focus Statement

1. Millions of people have entered the workforce using support-staff skills learned in business education classrooms. Innovations in technology cause changes in our work force daily. Therefore, administrative support personnel will need to develop competencies in a variety of skills that prepare them to become a member of a workforce that is critical to maintaining and expanding the continued advancements in business. Support staff individuals will be able to make decisions, interact positively, and function in an international environment.

2. Administrative Support is the integration of business and communication concepts, knowledge, skills, and attitudes necessary to develop an awareness of interrelationships of all areas of business. Administrative Support is a capstone area that addresses the upper level needs of the Business curriculum.

3. Some examples of employment options available upon successful completion of the Administrative Support career major are:

a. high school:

i. receptionist;

ii. data entry clerk;

iii. hotel clerk;

iv. airline reservationist;

v. travel clerk;

vi. dispatcher;

vii. postal clerk;

viii. billing clerk;

ix. medical transcriptionist;

b. advanced training:

i. general office clerk;

ii. information clerk;

iii. record clerk;

iv. accounts receivable clerk;

v. court reporter;

vi. teacher's aide;

vii. medical clerk;

viii. paralegal;

ix. secretary;

c. 4-year degree:

i. adjuster;

ii. clerical supervisor;

iii. systems analyst;

iv. information specialist;

v. executive secretary;

vi. administrative assistant;

vii. legal/medical secretary;

viii. records manager;

ix. word processor.

*Content standard is included in this major.

Standards and Benchmarks/Academic Cross-Reference

Standard	Benchmarks	Academic Cross-References	
4. Develop attitudes, procedures, and skills necessary to function effectively in a variety of electronic offices	(Recommended Grades 10-12) a. Select and utilize equipment and technology appropriate for successfully completing various tasks *b. Compose and produce a variety of business documents using correct grammar, punctuation, and format with current and emerging technology c. Demonstrate ability to use oral and interpersonal communication skills effectively *d. Use appropriate resources as needed for decision making and problem solving e. Demonstrate knowledge of records management and application of various manual and automated data storage and retrieval systems f. Use regular and electronic mail services appropriately and economically g. Demonstrate appropriate personal qualities and work ethics h. Demonstrate ability to use appropriate office procedures i. Identify procedures involved in distributing information and products j. Apply principles of effective human relations	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/3/4/5/7 A - 3/4 M - 1/3/4 G - 6 D - 1/3/5/7 P - 1/2/4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - B--1/2/3 C--1/2 H - C--15 Science SI - A--3 B--3/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/ 5/6/7 C--1/2/3/4/ 5/6/7/8 D--1/2/3/4/5/ 6/7/8/9

Standard	Benchmarks	Academic Cross-References	
5. Use appropriate communication skills to communicate in a business environment	(Recommended Grades 11-12) a. Improve listening, comprehension, vocabulary, reading, and analytical skills b. Apply standard rules of grammar and usage c. Improve mechanics of writing to include: capitalization, number usage, punctuation, spelling, and proofreading *d. Prepare and compose business communications such as: letters, memos, reports, and e-mail *e. Use the principles of communication psychology in oral and written communiques	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/3/4/5/7 A - 3/4 M - 1/3/4 G - 6 D - 1/3/5/7 P - 1/2/4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - B--1/2/3 C--1/2 H - C--15 Science SI - A--3 B--3/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/ 5/6/7 C--1/2/3/4/ 5/6/7/8 D--1/2/3/4/5/
6. Demonstrate the ability to use standard equipment found in a variety of modern offices	(Recommended Grades 9-12) a. Demonstrate ability to effectively utilize office equipment such as typewriters, computers, fax machines, postage machines, telephone systems, copying and reproducing machines, calculators, and transcription machines *b. Select and utilize equipment in decision making and problem solving		
7. Demonstrate successful job competencies as senior cooperative education students through classroom instruction and on-the-job training at approved business office sites	(Recommended Grade 12) a. Demonstrate effective interpersonal skills b. Demonstrate responsible work ethics and business etiquette *c. Apply skills and techniques to complete administrative support responsibilities d. Develop an understanding of records management e. Improve knowledge and skills in word and information processing f. Apply positive attitudes and communication skills g. Demonstrate proficiency in communicating on a professional level		
8. Demonstrate the ability to maintain business and personal records	(Recommended Grades 9-12) a. Maintain personal records for financial planning, banking, and taxes b. Maintain business records for cash, merchandising, payroll, and taxes c. Demonstrate data management procedures using manual or electronic methods d. Identify accounting fundamentals e. Select and apply appropriate filing procedures including alphabetic, numeric, and subject filing systems	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/3/4/5/7 A - 3/4 M - 1/3/4 G - 6 D - 1/3/5/7 P - 1/2/4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - B--1/2/3 C--1/2 H - C--15 Science SI - A--3 B--3/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/ 5/6/7 C--1/2/3/4/ 5/6/7/8 D--1/2/3/4/5/

*Identifies benchmarks that encourage critical thinking

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:989 (May 2004).

§309. Business Administration and Management

A. Competency Courses: Accounting, Business Computer Applications I and II, Business Law*, Entrepreneurship*, Introduction to Business*, Introduction to Management*, Telecommunications

B. Related Electives: Advanced/Computerized Accounting, Business English, Business Machines, Cooperative Office Education, Computer Multimedia Presentations, Desktop Publishing, Economics, Education for Careers, Financial Math, Keyboarding/Keyboarding Applications, Word Processing

C. Focus Statement

1. The study of business administration and management emphasizes analyzing, synthesizing, and evaluating data from the other functional areas of business in addition to focusing on the time and talents of others. It also includes legal issues involving business transactions and the creativeness and ingenuity of the entrepreneur.

2. This career major will typically require additional education after high school. Some examples of employment options available upon successful completion of the Business Administration and Management career major are:

a. high school:

i. sales clerk;

ii. bill collector;

iii. fashion model;

iv. product demonstrator;

v. record clerk;

vi. real estate clerk;

b. advanced training:

i. credit card marketer;

ii. claims adjuster;

iii. manufacturer's representative;

iv. sales manager;

v. travel agent;

vi. department manager;

vii. sales manager;

viii. clerical supervisor;

ix. bank officer;

c. 4-year degree:

i. management consultant;

ii. market development specialist;

iii. buyer;

iv. administrative services;

v. manager;

vi. human resources coordinator;

vii. recruiter.

*Content standard is included in this major.

Standards and Benchmarks/Academic Cross-Reference

Standard	Benchmarks	Academic Cross-References	
9. Apply business law principles to personal and business settings	(Recommended Grades 10-12) *a. Analyze relationships between ethics and the law and describe the American legal system, structure of the courts, differences between criminal and civil law, and the Louisiana court system b. Compare and contrast relationships between contract law and law of sales c. Discuss the basic rights and responsibilities of consumers *d. Analyze the nature of the agency relationship and the nature of the employer-employee relationship e. Describe laws that apply to marriage, divorce, child custody, wills, living wills, and adoptions f. Explain how to form, operate, and dissolve sole proprietorships, partnerships, corporations, cooperatives, and franchises g. Identify laws that apply to personal property and real property h. Explain laws that apply to property and casualty insurance, automobile insurance, personal insurance, and social insurance *i. Interpret property law, contract law, criminal law, civil law, and international laws as they apply to situations in which computer technology is a factor	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3/4/5 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5 M - 4 G - 6 D - 7/8/9	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--1/2/3/4/5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - A-8 B--2 H - A--4 B-16 C--15 Science SI - A--1/2/3/4/5/6 B--3/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/ 5/6/7 C--1/2/3/4/ 5/6/7/8 D--1/2/3/4/ 5/6/7/8/9

Standard	Benchmarks	Academic Cross-References	
10. Explore the role of an entrepreneur and apply the concepts of entrepreneurship	(Recommended Grades 9-12) a. Identify personal characteristics of an entrepreneur and determine the degree to which one possesses them b. Identify business conditions necessary for becoming an entrepreneur c. Demonstrate the concepts of business ideas and types of ownership *d. Formulate a marketing strategy for a business startup e. Describe how special issues affect the entrepreneur f. Demonstrate an understanding of economic principles *g. Research and incorporate components of productivity h. Explore options for the organization and operation of a business *i. Write a business plan	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 1 M - 1/3/4 G - 6 D - 1/2/3/4/5/6/7/8/9 P - 1/2/4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--1/2/3/4/5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - A--1/2/3/4/5/6/7/8 B--1/2/3/4/5 C--1/2/3 H - A--4 B--14/15/16/17 C--15 Science SI - A--1/2/3/4/5/6 B--3/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/5/6/7 C--1/2/3/4/5/6/7/8 D--1/2/3/4/5/6/7/8/9
11. Understand the American business system in order to function as a productive citizen, consumer, and worker	(Recommended Grades 9-12) a. Explore and describe basic economic concepts and their applications b. Describe the types of businesses and the features of the forms of ownership c. Explore the impact of international business on the domestic and global economy d. Identify the role and impact of government, the legal system, and labor on business *e. Analyze business career opportunities and formulate a career plan f. Identify consumer rights and responsibilities of consumer credit *g. Investigate current and emerging technology and explain its impact on business *h. Describe financial institutions and interpret banking services *i. Investigate savings and investments and interpret their impact on business and personal applications j. Discuss protection from different types of economic loss *k. Explain and apply the concepts of financial management to personal and business situations	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 1/3/4 M - 1/3/4 G - 6 D - 1/2/3/4/5/6/7/8/9 P - 1/2/3/4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--1/2/3/4/5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - A--1/2/3/4/5/6/7/8 B--1/2/3/4/5 C--1/2/3 H - A--4 B--11/14/15/16/17 C--15 Science SI - A--1/3/5/6 B--3/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/5/6/7 C--1/2/3/4/5/6/7/8 D--1/2/3/4/5/6/7/8/9

Standard	Benchmarks	Academic Cross-References	
12. Identify and explain the importance of business management concepts and the role of marketing in the global business environment	(Recommended Grades 10-12) a. Illustrate how the functions of management are implemented and explain why they are important *b. Identify the roles of marketing and analyze the impact of marketing on the individual, business, and society *c. Analyze financial data influenced by internal and external factors in order to make long-term and short-term management decisions d. Define factors that influence marketing decisions e. Describe the activities of human resource managers and their importance to the successful operation of the organization f. Identify various organizational structures and discuss the advantages and disadvantages of each g. Describe how strategies involving product, price, place, promotion, research, and forecasting fit into a marketing plan h. Define, develop, and apply a code of ethics to various issues confronted by business *i. Identify, describe, and analyze the impact and relationship of government regulations, international business, and community involvement to business decisions j. Describe the role of organized labor and its influences on government and business *k. Apply generally accepted operations management principles and procedures to design an operations plan l. Explore and describe basic economic concepts and their applications m. Describe financial institutions and banking services	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 1/3/4 M - 4 G - 6 D - 1/2/3/4/5/6/7/8/9 P - 1/2/3/4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--1/2/3/4/5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - A--1/2/3/4/5/6/7/8 B--1/2/3/4/5 C--1/2/3 H - A--4 B--11/12/13/14/15/16/17 C--13/14/15 Science SI - A--1/2/3/4/5/6 B--3/4/5 PS - H--2/3 LS - F--3 G--1 SE - A--2/6/7/9/11 B--1/2/3/4/5/6/7 C--1/2/3/4/5/6/7/8 D--1/2/3/4/5/6/7/8/9

*Identifies benchmarks that encourage critical thinking.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:991 (May 2004).

§311. Economics/Finance

A. Competency Courses: Accounting, Business Computer Applications I and II, Economics*, Financial Math*, Telecommunications

B. Related Electives: Business English, Business Law, Cooperative Office Education, Computer Multimedia Presentations, Education for Careers, Entrepreneurship, Introduction to Business, Introduction to Management, Keyboarding/Keyboarding Applications, Records Management

C. Focus Statement

1. The American economy is based on a private enterprise system in which the sum total of the millions of individual choices made by consumers, workers, and citizens affect the decisions made by business owners and government officials. The preservation and effectiveness of such a system depends on the ability of individuals to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the global economy. In order to make these informed decisions, individuals must clearly understand how the system operates while comprehending their role in the system.

2. Math computational and problem-solving skills are basic to the understanding of economics and finance as well as records management skills to document both personal and business financial activities.

3. This career major will typically require additional education after high school. Some examples of employment options available upon successful completion of the Economics/Finance career major are:

a. high school:

i. bank teller;

ii. cashier;

iii. travel agent;

iv. rental clerk;

v. insurance processing clerk;

vi. adjustment clerk;

vii. account collector;

viii. credit clerk;

ix. brokerage clerk;

x. payroll clerk;

b. advanced training:

i. real estate agent;

ii. credit card marketer;

iii. financial aid officer;

iv. appraiser;

v. adjuster;

vi. credit analyst;

c. 4-year degree:

i. financial consultant;

ii. insurance agent;

iii. retirement counselor;

iv. certified financial planner;

v. budget analyst;

vi. cost estimator;

vii. portfolio manager;

viii. stock broker;

ix. economist.

*Content standard is included in this major.

Standards and Benchmarks/Academic Cross-Reference

Standard	Benchmarks	Academic Cross-References	
13. Use economic concepts to understand and make reasoned decisions about economic issues	(Recommended Grades 9-12) a. Identify opportunity costs and trade-offs involved in making choices about how to use scarce economic resources *b. Analyze the use of the decision-making process in the individual's role as a citizen, worker, and consumer c. Define the components of productivity and discuss its importance in an economic system d. Discuss why societies develop economic systems, identify the basic features of different economic systems, and discuss the major features of the U.S. economy e. Explain the role of core economic institutions and incentives in the U.S. economy *f. Explain the role of exchange and money in global economic systems and describe the effect of interdependence on economic activity g. Describe the role of markets and prices in the U.S. economy *h. Analyze the role of the law of supply and demand in the U.S. economy i. Describe different types of competitive structures and illustrate the role of competitive markets in the U.S. and other economies j. Explain how the U.S. economy functions as a whole and describe macro-economic measures of economic activity k. Discuss the role of government and the rights and responsibilities of citizens in the U.S. economy l. Examine the importance of economic relationships among nations m. Discuss the role of international trade and investment and international monetary relations in the global economy *n. Explain the role of exchange and money in a local, regional, national, and global economic system and describe the effect of interdependence on economic activity	ELA 1 - 4 2 - 2 4 - 5/6 5 - 2/3/6 7 - 1/4 Mathematics D - 1/2/3/7/8 P - 4/5	Social Studies G - B--1/2/3/4 C--2/3/4 D--1/2/3/4/5 C - A--1/2/3/4/5/6 B--4/5/6 C--1/2/3 D--1/2/3/4 E - A--1/2/3/4/5/6/7/8 B--1/2/3/4/5 C--1/2/3 H - B--17/18/19 C--17/18 Science LS - F--3 G--1 SE - A--11 B--1/2/3/4/5/6/7 C--7/8 D--5/8/9
14. Apply math computational and problem-solving skills in personal, business, and consumer applications	(Recommended Grades 9-12) a. Demonstrate competency in fundamental calculations using whole numbers, fractions, decimals, and percents *b. Apply fundamental knowledge to assorted business and personal financial situations c. Use manual and electronic methods to perform calculations d. Apply mathematical concepts to business and personal financial situations such as payroll, budget, and income tax e. Compute problems involving metric measurements *f. Solve problems presented in narrative and unarranged form	ELA 1 - 1/4/5 3 - 1 4 - 2/5/6 5 - 2/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 1/3 M - 1/3/4 G - 6 D - 1/3/5/6/7/8/9 P - 1/5	Social Studies E - A--1 B--1/2 C--1 Science PS - H--3 LS - F--3 G--1 SE - B--5

*Identifies benchmarks that encourage critical thinking

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:993 (May 2004).

§313. Information Systems

A. Competency Courses: Business Computer Applications I and II*, Computer Multimedia Presentations*, Desktop Publishing*, Keyboarding /Keyboarding Applications*, Telecommunications*, Word Processing*

B. Related Electives: Accounting, Administrative Support Occupations, Business English, Business Law, Business Machines, Cooperative Office Education, Education for Careers, Financial Math, Introduction to Business

C. Focus Statement

1. Due to the increased dependence upon computer technology, it is important that students apply technological concepts as well as mastery of hardware and software skills and knowledge. It is important that students understand electronic and manual information systems. Students must

be prepared for a changing work environment which emphasizes both technology skills and a human perspective.

2. Ideally, the first semester of Keyboarding (1/2 unit) should be taught at the junior high (grades 6-8) level. At any level introduction to the keyboard layout and basic touch typing techniques should be taught before students are allowed to use computers in the classroom. If students have not had keyboarding instruction upon entering high school, Keyboarding and Keyboarding Applications should be the first business subjects taken as they are basic foundation courses for all career majors.

3. Some examples of employment options available upon successful completion of the Information Systems career major are:

    a. high school:

        i. data entry operator;

        ii. receptionist/secretary;

        iii. clerk;

        iv. word processor;

        v. typist;

        vi. telephone operator;

        vii. library technician;

    b. advanced training:

        i. executive secretary;

        ii. stenographer;

        iii. paralegal;

        iv. medical transcriptionist;

        v. computer technician;

        vi. web master;

    c. 4-year degree:

        i. office manager;

        ii. clerical supervisor;

        iii. business teacher;

        iv. manager;

        v. computer scientist;

        vi. systems analyst;

        vii. computer engineer;

        viii. network administrator;

        ix. web master.

*Content standard is included in this major.

Standards and Benchmarks/Academic Cross-Reference

Standard	Benchmarks	Academic Cross-References	
15. Utilize current technology and information processing concepts for personal and business applications	(Recommended Grades 10-12) a. Describe current and emerging computer architecture and its impact on society *b. Identify, select, evaluate, use, install, upgrade, and customize application software *c. Identify and configure hardware systems d. Develop a working knowledge of various types of operating systems and working environments e. Produce documents using a variety of application software including current word processing, database, spreadsheet, desktop publishing, and presentation graphics programs *f. Select appropriate technology to address business and personal needs g. Examine and use communication software including Internet technology for personal and business tasks h. Identify key ethical and security issues relating to information systems	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 3 M - 1/2/3/4 D - 1/2/3/4/5/6/7/8 P - 2/3/4	Social Studies H - B--13/14 C--1415 Science SI - A--1/2 B--1/3/5 PS - H--2/3
16. Produce business and personal presentations using multimedia technology	(Recommended Grades 11-12) *a. Analyze the technology available for all types of presentation use b. Explore the types and role of presentations in business and personal settings c. Demonstrate proficiency in oral and visual communication skills *d. Identify and apply design concepts for presentations *e. Investigate and apply components of effective web site design f. Integrate presentations with clip art, graphics, pictures, sound, and video g. Research the impact of emerging technology on future presentations	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 -1/2/3 4 -1/2/3/4/5/6 5 -1/2/3/4/5/6 6 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 3 M - 1/2/3/4 D - 1/2/3/4/5/6/7/8 P -2/3/4	Social Studies H - B--13/14 C--14/15 Science SI - A--1/3 B--1/3/5 PS - H--2/3

Standard	Benchmarks	Academic Cross-References	
17. Apply desktop publishing concepts and effective communication techniques to produce business and personal documents	(Recommended Grades 10-12) a. Apply concepts of layout and design *b. Determine if desktop publishing is appropriate for a task *c. Identify, compare, and use various desktop publishing technology d. Use effective communication techniques when producing desktop published documents	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 3 M - 1/2/3/4 D - 1/2/3/4/5/6/7/8 P 2/3/4	Social Studies G - C--3 D--4 C - A--4 C--1 D--4 E - A--1/3 H - A--4 B--16 C--15 Science SI - A--1/3 B--1/3/5 PS - H--2/3
18. Apply proper keyboarding techniques to input data and produce personal and business documents.	(Recommended Grades 6-12) a. Develop touch keyboarding skills at acceptable speed and accuracy levels b. Identify, compare, and explain features of various keyboards *c. Develop keyboarding skills to input and manipulate text and numerical data to produce usable documents	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 3 M - 1/3/4 G - 6 D - 1/7/8/9 P - 2/4	Social Studies G - C--3 D--4 C - A--4 C--1 D--4 E - A--1/3 H - A--4 B--16 C--15 Science SI - A--1/3 B--1/3/5 PS - H--2/3
19. Explore and use telecommunications systems	(Recommended Grades 9-12) a. Investigate ethical and legal standards for networking and telecommunications *b. Assess the development and impact of telecommunications c. Define and use telecommunications and networking vocabulary d. Explain the history, structure, and relevance of the Internet e. Access, navigate, and use on-line services such as e-mail, mailing lists, and newsgroups f. Conduct research on the Internet g. Discuss legal issues associated with locating and retrieving information from the Internet *h. Plan a web site and create web pages using hypertext markup language *i. Research the pros and cons of the various network systems used in current computer systems	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A - 3 M - 1/3/4 G - 6 D - 1/7/8/9 P - 2/4	Social Studies G - C--3 D--4 C - A--4 C--1 D--4 E - A--1/3 H - A--4 B--16 C--15 Science SI - A--1/3 B--1/3/5 PS - H--2/3
20. Produce various business documents using word processing concepts and procedures	(Recommended Grades 10-12) a. Use appropriate format to produce mailable documents b. Produce documents unique to various career fields *c. Create, compose, edit, store, retrieve, and print documents *d. Select appropriate technology for a particular task e. Exhibit personal qualities of neatness, promptness, dependability, accuracy, and proper judgment in completing various tasks *f. Solve problems in document processing g. Examine and use desktop publishing, presentation graphics, and multimedia software h. Identify key ethical and security issues relating to information systems *i. Identify and configure hardware peripherals	ELA 1 - 1/3/4/5 2 - 1/2/3/4/5 3 - 1/2/3 4 - 1/2/3/4/5/6 5 - 1/2/3/4/5/6 7 - 1/2/4 Mathematics N - 1/2/3/4/5/6/7 A -3 M - 1/2/3/4 D - 1/2/3/4/5/6/7/8 P - 2/3/4	Social Studies G - C--3 D--4 C - A--4 C--1 D--4 E - A--1/3 H - A--4 B--16 C--15 Science SI - A--1/3 B--1/3/5 PS - H--2/3

*Identifies benchmarks that encourage critical thinking.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:995 (May 2004).

Chapter 5.   Strands

§501.   Introduction

A. Although Business Education is a curriculum that covers a wide range of topics, there are certain concepts that are common to all content areas. These concepts are defined as *strands*. Career development, communication, computation, international business, interrelationships of

business and academics, technology, and work ethics and professionalism are the seven strands identified in Business Education. All strands should be interwoven throughout the curriculum. The seven strands and their correlating benchmarks are listed below. In addition to content area benchmarks, benchmarks listed in each strand should be incorporated into each career major whenever possible. The nature of the courses in the career major will determine the number and identity of benchmarks which will be selected. Asterisks (*) identify benchmarks that encourage critical thinking. A table of suggestions of activities that incorporate the strands into the curriculum is also provided.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:996 (May 2004).

§503. Career Development

A. Career Development. Today's students will become tomorrow's workforce and will need to explore multiple career paths and continuously deal with the process of learning new skills. Career development should be integrated into the entire curriculum at all academic levels and continued as a lifelong process. Career development includes self-awareness, career research, workplace expectations, career strategies, school-to-work transitions, and lifelong learning.

B. Benchmarks

1. *Assess personal strengths and weaknesses as they relate to career exploration and development.

2. Utilize career resources to develop an information base on content related careers including international occupational opportunities.

3. *Relate work ethic, workplace relationships, diversity, and communication skills to career development.

4. Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan that develops strategies to make an effective transition from school to work and includes the importance of lifelong learning to career success.

5. Discuss specific qualifications and characteristics necessary for a career in a content-related field.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:997 (May 2004).

§505. Communication

A. Communication. Communication in all forms is a foundation skill for all business courses. Communicating clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces using reading, writing, speaking, and listening skills is an essential career and life skill.

B. Benchmarks.

1. Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

2. Apply basic social communication skills in personal and professional situations.

3. Use technology to enhance the effectiveness of communications.

4. *Integrate all forms of communication in the successful pursuit of a career.

5. *Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to communicate effectively with various business constituencies.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:997 (May 2004).

§507. Computation

A. Computation. Business education courses offer unique opportunities for students to apply computational and problem-solving skills in everyday business, personal, and consumer problems.

B. Benchmarks

1. Apply mathematical operations using whole numbers, decimals, fractions, percents, ratios, and proportions to solve problems.

2. Use common international standards of measurement in solving problems.

3. *Analyze and interpret data using common statistical procedures.

4. *Use mathematical procedures to analyze and solve business problems for such areas as taxation; savings and investment; payroll records; cash management; financial statements; credit management; purchases; sales; inventory records; depreciation, cost recovery, and depletion.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:997 (May 2004).

§509. International Business

A. International Business. Since business is conducted in a local, state, national, and international marketplace, students must understand how social, cultural, political, legal, and economic factors impact the business environment.

B. Benchmarks

1. *Explain the role of international business and analyze its impact on careers and doing business at the local, state, national, and international levels.

2. Apply communication strategies necessary and appropriate for effective and profitable international business relations.

3. Describe the social, cultural, political, legal, and economic factors that shape and impact the international business environment.

4. Describe the environmental factors that define what is considered ethical business behavior.

5. Explain the role, importance, and concepts of international finance and risk management.

6. *Discuss special challenges in the operations and management of human resources in international business.

7. Apply marketing concepts to international business.

8. *Relate balance of trade concepts to the import/export process.

9. Identify forms of business ownership and entrepreneurial opportunities available in international business.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:997 (May 2004).

§511. Interrelationships of Business and Academics

A. Interrelationships of Business and Academics. A major component of developing a sound understanding of the modern business environment is identifying the interrelationships of business and academic skills and knowledge.

B. Benchmarks

1. *Analyze the interrelationships of a particular course being studied with various business content areas such as accounting, administrative support, business administration and management, economics and finance, information systems, and marketing.

2. *Participate in activities that interrelate the course being studied to other business content areas to enhance general business understanding.

3. *Apply knowledge and skills gained in academic courses such as English, mathematics, science, and social studies to problem solving in business education courses.

4. *Participate in projects integrating academic and business skills and knowledge.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:997 (May 2004).

§513. Technology

A. Technology. Technology is advancing at a tremendous rate. It is necessary for students to develop an understanding of the current technology available and use that knowledge in decision-making and problem-solving processes.

B. Benchmarks

1. *Choose appropriate procedures and equipment to complete a task or job.

2. Use the appropriate procedures for setup and operation of equipment.

3. *Prevent, identify, or solve problems with equipment.

4. Research and analyze factors involved in obtaining appropriate technology.

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:998 (May 2004).

§515. Work Ethics and Professionalism

A. Work Ethics and Professionalism. A high-performance workplace requires employees who demonstrate proper workplace behavior, personal attributes, and a high level of interpersonal skills.

B. Benchmarks

1. *Demonstrate dependability and punctuality.

2. *Display initiative, enthusiasm, and a positive attitude.

3. *Demonstrate good customer relations skills.

4. *Operate within the scope of authority adhering to established company rules, regulations, and policies.

5. Abide by the standard dress code of the workplace.

6. *Develop and adhere to appropriate interactive relationships for effective teamwork.

7. *Learn to accept praise and criticism in a positive manner.

8. Accept responsibility for one's own decisions and actions.

9. Maintain and enhance skills through participation in inservice or continuing education.

§517. Suggested Activities for Integrating Strands into Career Majors

	Accounting	Administrative Support	Business Administration and Management	Economics/Finance	Information Systems
Career Development	Research an accounting career available in the local community.	Use a career path to explain the need for and benefits of postsecondary training.	Research current publications and compose a list of the positive traits of successful attorneys, managers, or entrepreneurs.	Use the Occupational Outlook Handbook or Internet to identify jobs related to banking or Financial Math.	Use available technology to prepare a resume´, cover letter, follow-up letter, and job application form.
Communication	Write a narrative report explaining data from a financial statement and present the report orally.	Work productively on team projects and prepare reports for multimedia presentation.	Listen to a guest speaker discuss communication skills important for success on the job.	Call a local bank and a local car dealership to inquire about the rate of interest on a specific valued car without insurance.	Interview an information systems professional, prepare a written report, and present it orally.
Computation	Compute and compare the current ratios from balance sheets of local businesses.	Construct, read, and interpret tables, charts, and graphs.	Determine what type of calculations and/or problem-solving skills are needed in a small business.	Compare the interest rate charged by a bank and a car dealership to see which is better.	Use an electronic spreadsheet program and graphs/charts to illustrate the ratio of the different colors of M & M's to the whole package.
International Business	Compare foreign currencies and determine how exchange rates affect business.	Prepare an itinerary for a business trip to a foreign country including information on time zones, exchange rates, and cultural concerns.	Compare and contrast the cultural differences of three countries and how that would impact the way business is conducted.	Research the cost of a specific car sold in the U.S. and in other countries. Explain the difference.	Research a foreign product on the Internet and compare it to a similar U.S. product.
Interrelationships of Business and Academics	Research a company or product profitability and present findings to the class.	Develop a job description manual.	Use various sources to investigate the future outlook for growth for certain types of businesses such as service, manufacturing, etc. and prepare a presentation of the results.	Analyze the stock activity of General Motors, Chrysler, and Ford and use the information to determine whether to buy, sell, or keep the stock.	Set up a campus store to sell necessary school supplies and discuss how various business knowledge and skills contribute to the success of the store.
Technology	Use accounting software to journalize in a general journal and post to a general ledger.	Research and plan the purchase of the equipment necessary to equip a modern business office.	Install and use software that can help a business owner or manager develop a business plan.	Using the Internet, research and print the current stock rate for three (3) Fortune 500 companies.	Make a presentation to the class of the results of a study of the costs and features of current and emerging technology.
Work Ethics and Professionalism	Investigate accountability procedures used by local businesses.	Demonstrate dress for various business situations.	Survey local businesses to identify key ethical concerns and prepare a multimedia presentation.	Discuss a situation involving a bank employee disclosing confidential records of customers.	Research and discuss cases involving software piracy.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:998 (May 2004).

Chapter 7. Definitions

§701. Definitions

Academic Cross-Reference—a reference to related academic content standards.

Applied Academics—a method of teaching in which the instructor presents subject matter in a way that relates a particular academic discipline to personal workforce application.

Approved Program—a Business Education program that offers at least four of the recommended courses for a career major, two of which must be at the competency level.

Articulation—the process of linking two or more educational systems to produce a smooth flow of students from one institution to another without experiencing delays, duplication of courses, or loss of credit.

Assessment—a process through which evidence is gathered in a range of content areas to determine both a student's understanding and ability to apply that understanding.

Benchmark—a broad statement of expected skills and knowledge that is used as a reference to develop curriculum and assess student progress.

Career Clusters—broad categories of occupations that form the basis for initial career exploration and discovery.

Career Major—a specific course of study within a broader career cluster (Ex: Accounting within the Business career cluster).

Career Path—a plan of study that will enable a student upon graduation, to be employed or enter a postsecondary school with a continuation of skills or course work already started at the high school level.

Career Plan—a student's written plan for career and educational goals while in secondary school and beyond.

Competency Course—a required course in a career major.

Content Standard—a description of what a student should know and be able to do through subject matter, knowledge, proficiencies, etc. gained as a result of their education.

Cooperative Learning—an instructional strategy used in many applied academic courses that involves learning in the context of sharing, responding, and communicating with other learners.

Curriculum Framework—an outline of broad goals and standards of a system of education.

Focus Statement—a statement describing the importance of a career major.

Foundation Skills—processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.

High Schools that Work—a process model developed by the Southern Regional Education Board (SREB) that focuses on applied learning, integration of academic and vocational content, and school-to-work transitions.

Integrated—refers to combining elements across the strands within a particular content area or framework.

Interdisciplinary—combining elements across content areas in the curriculum.

Lifelong Learning—the concept of continued education and training, formal or informal, throughout one's career.

Portfolios—personalized, sequential career planning journal designed to guide students through career development interests and aptitudes as they progress through school and beyond; including examples of student skill mastery.

Related Elective Course—an additional course offered to complement and enhance opportunities within a career major.

School-Based Learning—program of instruction based on career majors, designed to meet high academic and occupational skill standards, which involves counseling and career exploration, and periodic evaluation of academic strengths and weaknesses.

School-to-Work Transition—a system that enables students to identify and navigate paths to productive and progressively more rewarding roles in the workplace that encompasses three components: school-based learning; connecting activities; and work-based learning.

Skill Standard—the identification of the knowledge, skill, and level of ability needed to satisfactorily perform a given job.

Strands—concepts common to all content areas; strands are interrelated and should be integrated rather than taught in isolation.

Tech Prep—a sequence of study beginning in high school and continuing through at least two years of postsecondary occupational education to prepare students for high skilled jobs that require more than a high school diploma.

Vocational Completer—a student who successfully completes four courses in a career major (two must be competency courses and two must be selected from the competency courses and/or identified related electives).

Work-Based Learning—integration of theoretical instruction with a planned program of job training or experiences, paid work experience, workplace mentoring, instruction in general workplace competencies, and updating elements that will engage student interest, develop positive work attitudes, and prepare youth for high-skill, high-wage careers.

Workplace Mentor—an employee at the workplace who possesses the skills to be mastered by a student, and who instructs the student, critiques the student's performance, challenges the student to perform well, and works in consultation with classroom teachers and the employer.

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Chapter 9.   Appendix

§901.   Suggested Course Titles for Business Education

A.   Suggested course titles for business education are:

1.   accounting;

2.   administrative support occupations;

3.   advanced/computerized accounting;

4.   business computer applications I & II;

5.   business English;

6.   business law;

7.   business machines;

8.   cooperative office education;

9.   computer multimedia presentations;

10.   desktop publishing;

11.   economics;

12.   education for careers;

13.   entrepreneurship;

14.   financial math;

15.   introduction to business;

16.   introduction to management;

17.   keyboarding/keyboarding applications;

18.   records management;

19.   telecommunications;

20.   word processing.

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§903.   Competency and Elective Courses for Career Majors

A.   Competency and Elective Courses for Career Majors COMP, Competency Course ELEC, Related Elective Course

Course Name (Related Standard No.)	Accounting	Administrative Support	Bus. Adm. & Mgt.	Economics /Finance	Information Systems
Accounting (1)	COMP	ELEC	COMP	COMP	ELEC
Administrative Support Occupations (4)	COMP				ELEC
Advanced/Computerized Accounting (2)	COMP		ELEC		
Business Computer Applications I & II (15)	ELEC	COMP	COMP	COMP	COMP
Business English (5)		COMP	ELEC	ELEC	ELEC
Business Law (9)	ELEC		COMP	ELEC	ELEC
Business Machines (6)	ELEC	COMP	ELEC		ELEC
Cooperative Office Education (7)	ELEC	COMP	ELEC	ELEC	ELEC
Computer Multimedia Presentations (16)	ELEC	ELEC	ELEC	ELEC	COMP
Desktop Publishing (17)		COMP	ELEC		COMP
Economics (13)			ELEC	COMP	
Education for Careers (3)	ELEC	ELEC	ELEC	ELEC	ELEC
Entrepreneurship (10)	ELEC		COMP	ELEC	
Financial Math (14)	ELEC	ELEC	ELEC	COMP	ELEC
Introduction to Business (11)	ELEC	ELEC	COMP	ELEC	ELEC
Introduction to Management (12)	ELEC	ELEC	COMP	ELEC	
Keyboarding/Keyboarding Applications (18)	ELEC	COMP	ELEC	ELEC	COMP
Records Management (8)	ELEC	COMP	ELEC		
Telecommunications (19)	ELEC	COMP	COMP	COMP	COMP
Word Processing (20)		COMP	ELEC		COMP

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§905.   Louisiana Content Standards Foundation Skills*

A.   Through the collaboration of educators, the business community, and other citizens, the following foundation skills have been identified as essential competencies needed to meet the demands of the classroom and the world beyond. These skills apply to all students in all disciplines.

1.   Communication. A process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2.   Problem Solving. The identifying of an obstacle or challenge and the application of knowledge and thinking

processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. Transfer refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. Elaboration refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship. The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

*Developed by the Louisiana Department of Education, Louisiana Content Standards and Assessment Development Project, 1997.

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§907. Information Literacy Model For Lifelong Learning**

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as a part of a team. Therefore, information literacy,-the ability to recognize an information need, and then locate, evaluate, and use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing

fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing. The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information. After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information. Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audiovisual presentation, game, bibliography, hyper stack).

7. Evaluating Efforts. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

**Developed by the Louisiana Department of Education, Louisiana Content Standards and Assessment Development Project, 1997.

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§909. Scans Workplace Skills

A. The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the U.S. Secretary of Labor in 1990 to determine the skills young people need to succeed in the world of work. Members of the commission were education experts, teachers, executives, and labor officials representing a variety of industries. The commission's purpose was to encourage a high-performance

economy characterized by high-skill, high-wage employment.

B. The initial SCANS report, *What Work Requires of Schools,* was issued in 1991 and defines the five competencies and three-part foundation that compose the SCANS skills. SCANS skills are appropriate for all students, regardless of their high school programs or postsecondary plans. All students will work, and all work requires important common foundation skills. A high-performance workplace requires workers with a solid foundation in basic literacy and computational skills, thinking skills, and personal qualities. Equally important are the generic workplace competencies of managing resources, interpersonal relationships, acquiring and using information, managing systems, and working with a variety of technologies. These SCANS workplace skills form the underlying foundation upon which the entire business education curriculum is built.

C. Listed below are the foundation skills and workplace competencies identified by the SCANS commission and published in its first report, *What Work Requires of Schools: A SCANS Report for America 2000,* a publication of the U.S. Department of Labor, June 1991. Business educators are encouraged to incorporate the SCANS skills and competencies throughout the curriculum.

D. Three-Part Foundation Skills

1. Basic Skills—reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

    a. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules to perform tasks.

    b. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

    c. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.

    d. Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

    e. Speaking—organizes ideas and communicates oral messages appropriate to listeners and situations.

2. Thinking Skills—thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

    a. Creative Thinking—uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

    b. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

    c. Problem Solving—recognizes problems, devises and implements plan of action, evaluates and monitors progress, and revises plan as indicated by findings.

    d. Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

    e. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills in both familiar and changing situations.

    f. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

3. Personal Qualities—displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

    a. Responsibility—exerts a high level of effort and perseveres toward goal attainment through high standards, attention to details, work, concentration and high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

    b. Self-Esteem—believes in own self-worth and maintains a positive view of self.

    c. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

    d. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

    e. Integrity/Honesty—can be trusted and chooses an ethical course of action.

E. Five Workplace Competencies

1. Resource—identifies, organizes, plans, and allocates resources.

    a. Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

    b. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.

    c. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently.

    d. Human Resources—assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2. Interpersonal—works with others.

    a. Participates as Member of a Team—works cooperatively with others and contributes to group effort.

    b. Teaches Others New Skills—helps others learn.

    c. Serves Clients/Customers—works to satisfy customers' expectations.

d. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies.

e. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests.

F. Works with Diversity—works well with men and women from diverse backgrounds.

1. Information—acquires and uses information.

a. Acquires and Evaluates Information—identifies need for data, obtains or creates it, and evaluates its relevance and accuracy.

b. Organizes and Maintains Information—organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.

c. Interprets and Communicates Information—selects and analyzes information and communicates the results to others.

d. Uses Computers to Process Information—employs computers to acquire, organize, analyze, and communicate information.

2. Systems—understands complex interrelationships

a. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

b. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.

c. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

3. Technology—works with a variety of technologies

a. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies to produce the desired results.

b. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

c. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

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§911. School-to-Work Transition

A. Employers state that it is difficult to find workers with the academic, analytical, and technical skills necessary to meet the demands of a highly competitive global economy. Realizing that education, skills training, and worker preparedness are essential to the country's economic well being, several pieces of legislation have provided the impetus and funding for the movement to educate students for the workplace. Beginning with the Carl D. Perkins Vocational and Applied Technology Education Act in 1990 through the Goals 2000: Educate America Act and the School-to-Work Opportunities Act in 1994, national attention has been focused on developing a school-to-work transition system to create a highly skilled workforce.

B. The School-to-Work Opportunities Act establishes a national framework to broaden the educational, career, and economic opportunities for all youth through partnerships between businesses, schools, community-based organizations, and state and local governments. Workplaces become active learning environments; employers become joint partners with educators to train students; and schools challenge students to higher academic and skill standards. School-to-work opportunities grow from strong partnerships at the state and local community level that design and implement systems tailored to meet specific needs.

C. School-to-work systems contain three core elements: School-based Learning, Work-based Learning, and Connecting Activities.

D. Strategies for better educating students for the workplace include:

1. career research and information beginning in early grades;

2. applied academic courses that present subject matter in a way that connects abstract knowledge to workplace applications using cooperative learning strategies;

3. integration of vocational and academic subjects;

4. counseling and career pathways to focus students in their choice of courses to study;

5. articulation between secondary and postsecondary education;

6. collaborative partnerships between education, business, labor, and communities in the total education experience of students;

7. integration of school-based and work-based learning through:

a. vocational cooperative programs—provides school-supervised work experiences;

b. apprenticeships—on-the-job training and related instruction;

c. career academies (school within a school)—integrates academic and vocational courses and provides workplace learning in a particular career focus area;

d. job shadowing—provides information about a job or position through the student following or "shadowing" a worker for a short period of time

e. job mentoring—provides more specific job information and actual work experience as a student is assigned to an adult worker (mentor) who models workplace behavior, skills, and training in a one-to-one relationship;

f. school-based enterprises—work simulation within the school in the form of stores, print shops, child care centers, etc. operated by the students;

g. work simulation—provides work experience education either in the classroom or in the community through simulated work experiences;

h. volunteer service programs—provides the opportunity to gain employability and work skills outside the classroom through experiences in developing and improving the community;

i. vocational student organizations—provides work-based experiences for students through formalized events, demonstrations, volunteer work, and leadership training.

E. Business educators are leaders in school-to-work transition and mentors for our fellow educators. Many resources are available for use in integrating school-to-work strategies into the curriculum and determining articulation guidelines that allow students to have a seamless transition from secondary to postsecondary education. Some of these resources are listed in the appendix of this document.

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§913. Future Business Leaders of America

A. Membership in vocational student organizations is encouraged for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. The vocational student organization for Business Education at the secondary level is the Future Business Leaders of America (FBLA). In addition to FBLA for high school students (grades 9-12), there are three other divisions: FBLA-Middle Level for junior high and intermediate school students (grades 5-8); PBL (Phi Beta Lambda) for postsecondary students; and a Professional division for business people, educators, and parents who support the goals of the association.

B. FBLA contributes significantly to the motivation, education, and total development of students through activities that develop leadership abilities, citizenship skills, social competencies, and a wholesome attitude about living and working. As a unique teaching tool, FBLA enhances, enriches, complements, and supplements the business education program as indicated by the nine national goals of FBLA:

1. develop competent, aggressive business leadership;

2. strengthen the confidence of students in themselves and their work;

3. create more interest in and understanding of American business;

4. encourage members in the development of individual projects which contribute to the improvement of home, business and community;

5. develop character, prepare for useful citizenship and foster patriotism;

6. encourage and practice efficient money management;

7. encourage scholarship and promote school loyalty;

8. assist students in the establishment of occupational goals;

9. facilitate the transition from school to work.

C. Louisiana's first chapter of FBLA was organized at Natchitoches High School in 1947. In 1949 the representatives of the three organized chapters in the state met with Richard D. Clanton to form the Louisiana State Chapter. Mr. Clanton, adviser at Bolton High School, was elected State Adviser, and work began on a state constitution. In 1950, the State Chapter, with 13 chapters chartered, adopted the constitution.

D. Membership increased and Louisiana led the nation in the number of local chapters in attendance at the National Leadership Conference. Jeron LaFargue from Sulphur High served as the first national president of FBLA in 1952-53. Since then five other Louisianans have served as FBLA national president.

E. Currently, Louisiana is divided into seven districts, each with an elected vice president. The state chapter is governed by the state executive council composed of student officers: a president, the vice presidents from each district, a secretary, a treasurer, a reporter, and a parliamentarian. Local chapter advisers of the officers serve as ex-officio members of the council with the State Chair. There are over nine thousand members in 252 active chapters of FBLA in Louisiana.

F. Conferences held throughout the year allow students to interact with students from all over the state and nation as well as business and industry representatives. Leadership abilities and group interaction skills are strengthened by participation at these conferences. Students reinforce business skills and knowledge by competing in individual and team events on district, state, and national levels. The competitive FBLA events are:

Accounting I	Introduction to Business Communication
Accounting II	Introduction to Impromptu Speaking
Business Calculations	Introduction to Parliamentary Procedures
Business Communication	Job Description Manual (state)
Business Law	Job Interview
Business Math	Keyboarding Applications
Business Procedures	Machine Transcription
Community Service Project (state)	Mr. & Ms. Future Business Leader

Computer Applications	Parliamentary Procedures (Team of 4, 5)
Computer Concepts	Public Speaking
Desktop Publishing (Team of 2)	Word Processing
Economics	Current Events & General Information (Team of 3)
Entrepreneurship (Team of 3)	Richard D. Clanton Memorial Award (state)
FBLA Principles and Procedures	Louisiana Who's Who in FBLA Award (state and national)
Impromptu Speaking	Gold Seal Chapter Award of Merit (state)
Information Processing Concepts	
Introduction to Business	

G. Future Business Leaders of America programs are designed to encourage students to set career goals, develop self-confidence, learn about the problems and opportunities inherent in American business, and gain actual business experience during their school years. Through involvement in school and community, members learn the importance of developing their abilities to the fullest and build the confidence necessary to realize their potential.

H. Students continuing their education at the university level should consider becoming involved with the postsecondary division, Phi Beta Lambda (PBL). Students who continue their education in the Louisiana Technical College System should consider membership in Phi Beta Lambda (PBL) or Vocational Industrial Clubs of America (VICA).

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§915. Professional Development

A. Business Education teachers are encouraged to join professional organizations that can provide opportunities for professional development. The diverse and ever-changing subject area of Business Education makes it necessary for educators to remain current with advancing technology, the changing workplace, and meeting student needs. Professional organizations provide conferences and workshops, magazines and newsletters, and opportunities to network with peers to exchange ideas.

B. The following organizations are associated with Business Education and provide professional development opportunities for educators:

1. National Business Education Association;

2. Southern Business Education Association (Regional Affiliation for NBEA);

3. Louisiana Association of Business Educators;

4. Louisiana Association of Computer-Using Educators;

5. Region IV Division Louisiana Vocational Association; and

6. Delta Pi Epsilon (Professional Business Education fraternity).

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§917. Referenced Academic Content Standards

A. The following is a list of the content standards and benchmarks that have been referenced in this document. All referenced content area standards and benchmarks are for students in grades 9-12.

1. English Language Arts (ELA)

Standard One. Students read, comprehend, and respond to a variety of materials for a variety of purposes.

1--Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies

3--Reading, responding to, and critiquing written, spoken, and visual texts

4--Interpreting texts to generate connections to real-life situations

5--Applying reading strategies to achieve a variety of objectives

Standard Two. Students write competently for a variety of purposes and audiences.

1--Focusing on information, concepts, and ideas that show an awareness of an intended audience and/or purpose

2--Applying the steps of the writing process

3--Using narration, description, exposition, and persuasion to develop various modes of writing

4--Recognizing and applying literary devices and various stylistic elements

5--Responding to text and life experiences as a basis for writing

Standard Three: Students communicate using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1--Writing legibly

2--Demonstrating a command of the grammatical and mechanical conventions of standard English

3--Spelling and pronouncing correctly using resources

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

1--Speaking intelligibly

2--Giving and following directions/procedures

3--Demonstrating a command of the features of speaking when giving prepared and extemporaneous presentations

4--Speaking and listening for a variety of audiences and purposes

5--Listening and responding to a wide variety of media

6--Participating in a variety of roles in group discussions

Standard Five: Students locate, select, and make use of information from a variety of texts, media, references, and technological sources.

1--Recognizing and using organizational features of printed text, other media, and electronic information

2--Locating and evaluating information sources

3--Accessing information and conducing research using outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics

4--Using available technology to produce, revise, and publish a variety of works

5--Citing references using various formats

6--Interpreting charts/graphs, tables/schedules, diagrams/maps, and organizational charts/flowcharts

Standard Seven: Students apply reasoning skills to their reading, writing, speaking, listening, viewing, and visually representing.

1--Using comprehension strategies in all contexts

2--Problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information

4--Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations

2. Mathematics

Number and Number Relations Strand (N): In problem-solving investigations, use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers to help develop an intuitive understanding of the real number system and communicate the relationships within that system.

N.1--Demonstrating an understanding of number systems

N.2--Demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation

N.3--Using number sense to estimate and determine reasonableness of solutions

N.4--Determining whether an exact or approximate answer is necessary

N.5--Selecting and using appropriate computational methods for given situations

N.6--Applying ratios and proportional thinking in a variety of situations

N.7--Justifying reasonableness of solutions and verifying results

Algebra Strand (A): In problem-solving investigations, use appropriate manipulatives, models, graphs, tables, and technology to develop the understanding of concepts and to explore the applications of algebra.

A.1--Demonstrating the ability to translate between real world situations and algebraic expressions, equations, and language

A.3--Using tables and graphs as tools to interpret algebraic expressions, equations and inequalities

A.4--Solving algebraic equations and inequalities using appropriate techniques

Measurement Strand (M): In problem-solving investigations, use appropriate manipulatives and available technology to develop the understanding of the concepts, processes, and real-life applications of measurement.

M.1--Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error (or tolerance) of measurements

M.3--Estimating, computing, and applying physical measurement using suitable units

M.4--Demonstrating the concept of measurement as it applies to real world experiences

Geometry Strand (G): In problem-solving investigations, use appropriate models, drawings, manipulatives, and technology to understand concepts and explore real-world applications of one-, two-, and three-dimensional geometry, and justify solutions.

G.6--Demonstrating deductive reasoning and justification

Data, Discrete Math, and Probability (D): In problem-solving investigations, use appropriate collecting and organizational techniques, manipulatives, and technology in order to discover trends, to formulate conjectures regarding cause-and-effect relationships, and to develop critical-thinking skills that enable the student to make informed decisions.

D.1--Collecting and representing data in various forms

D.2--Recognizing data that relates two variables as linear, exponential, or otherwise in nature

D.3--Using simulations to estimate probability

D.4--Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures

D.5--Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple event probabilities

D.6--Demonstrating the concept of distributions and recognizing normal and non-normal distributions

D.7--Making inferences from data that are organized in charts, tables, and graphs

D.8--Demonstrating logical thinking procedures such as flow charts and truth tables

D.9--Using discrete math to model real life situations

Patterns, Relations, and Functions (P): In problem-solving investigations, use appropriate number sense, manipulatives, drawings, tables, graphs, symbolic formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions.

P.1--Modeling the concepts of variables, functions, and relations as they occur in the real world and using the basic notations and terminology

P.2--Translating between tabular, symbolic, and graphical representations of functions

P.4--Analyzing the changes in the graphs of functions caused by changing the coefficients and constants of arbitrary functions using technology whenever appropriate

P.5--Analyzing real world relationships that can be modeled locally or globally by elementary functions

3. Social Studies

Geography Strand: Physical and Cultural Systems (G): Students develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Benchmark B: Places and Regions

1--Determining how social, cultural, and economic processes shape the features of places

2--Analyzing the ways in which physical and human characteristics of places and regions have affected historic events

3--Analyzing the different ways in which physical and human regions are structured and interconnected

4--Explaining and evaluating the importance of places and regions to cultural identity

Benchmark C: Physical and Human Systems

2--Determining the economic, political, and social factors that contribute to human migration and settlement and evaluating their impact on physical and human systems

3--Analyzing the characteristics, distribution, and interrelationships of the world's cultures

4--Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

Benchmark D: Environment and Society

1--Evaluating the ways in which technology has expanded the human capability to modify the physical environment

2--Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges

3--Analyzing the relationship between natural resources and the exploration, colonization, and settlement of different regions of the world

4--Evaluating policies and programs related to the use of natural resources

5--Developing plans to solve local and regional geographic problems related to contemporary issues

Civics Strand. Citizenship and Government (C): Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

Benchmark A: Structure and Purposes of Government

1--Analyzing the necessity and purposes of politics and government

2--Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each

3--Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system

4--Explaining the organization and functions of local, state, and national governments and evaluating their relationships

5--Evaluating the role and importance of law in the American political system

6--Examining the major responsibilities of the national government for domestic and foreign policy and explaining how government is financed through taxation

Benchmark B: Foundations of the American Political System

4--Evaluating issues related to the differences between American ideals and the realities of American social and political life

5--Evaluating the roles of political parties, campaigns, and elections in American politics

6--Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics

Benchmark C: International Relationships

1--Analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States

2--Analyzing the major foreign policy positions of the United States and evaluating their consequences

3--Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States

Benchmark D: Roles of the Citizen

1--Evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens

2--Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy

3--Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy

4--Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

Economics Strand: Interdependence and Decision Making (E): Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Benchmark A: Fundamental Economic Concepts

1--Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result

2--Analyzing the roles that production, distribution, and consumption play in economic decisions

3--Applying the skills and knowledge necessary in making decisions about career options

4--Comparing and evaluating basic economic systems

5--Explaining the basic features of market structures and exchanges

6--Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems

7--Analyzing the roles of money and banking in an economic system

8--Applying economic concepts to understand and evaluate historical and contemporary issues

Benchmark B: Individuals, Households, Businesses, and Governments

1--Analyzing how supply and demand, price, incentives, and profit influence production and distribution in a competitive market system

2--Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy

3--Analyzing the causes and consequences of worldwide economic interdependence

4--Evaluating the effects of domestic policies on international trade

5--Analyzing Louisiana's role in the world economy

Benchmark C: The Economy as a Whole

1--Explaining indicators, such as Gross Domestic Product and inflation/deflation, that have an impact on the state of the economy

2--Analyzing unemployment and income distribution in a market economy

3--Explaining the basic concepts of United States fiscal policy and monetary policy and describing their effects on the economy

History Strand: Time, Continuity, and Change (H): Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmark A: Historical Thinking Skills

4--Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

Benchmark B: United States History

11--Analyzing the causes, developments, and effects of the Great Depression and the New Deal

12--Analyzing the origins, events, and results of World War II

13--Examining and summarizing key developments in foreign and domestic policies during the Cold War era

14--Analyzing the economic, political, social, and cultural transformation of the United States since World War II

15--Explaining the major changes that have resulted as the United States has moved from an industrial to an information society

16--Analyzing developments and issues in contemporary American society

17--Discussing and demonstrating an understanding of recent developments in foreign and domestic policies

Benchmark C: World History

13--Analyzing the causes and international consequences of World War I, World War II, and other 20th century conflicts

14--Analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II

15--Explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends

4. Science

Science As Inquiry Strand (SI): Students do science by engaging in partial and full inquiries that are within their developmental capabilities.

Benchmark A: The Abilities Necessary to do Scientific Inquiry

1--Identifying questions and concepts that guide scientific investigations

2--Designing and conducting scientific investigations

3--Using technology to improve investigations and communications

4--Formulating and revising scientific explanations and models using logic and evidence

5--Recognizing and analyzing alternative explanations and models

6--Communicating and defending a scientific argument

Benchmark B: Understanding Scientific Inquiry

1--Understanding that scientists usually base their investigations on existing questions or causal/functional questions

2--Understanding that scientists conduct investigations for a variety of reasons, such as exploration of new areas, discovery of new aspects of the natural world, confirmation of prior investigations, prediction of current theories, and comparison of models and theories

3--Understanding that scientists rely on technology to enhance the gathering and manipulation of data

4--Understanding that scientists must adhere to criteria such as: A proposed explanation must have a logical structure, abide by the rules of evidence, be open to questions and modifications, be based on historical and current scientific knowledge, and be adequately reported to enhance further investigations

5--Understanding that results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists

Physical Science Strand (PS): Students develop an understanding of the characteristics and interrelationships of matter and energy in the physical world

Benchmark H: Science and Technology

2--Developing an awareness and appreciation for the continuing progress in technology as it affects the quality of individual lives as well as of society in order to become better informed citizens and consumers

3--Becoming computer literate and proficient as it applies to the computer's capability to acquire data (with sensors), interpret data (by graphing), and as a research tool (library and Internet)

Life Science Strand (LS): Students become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Benchmark F: Systems and the Behavior of Organisms

3--Investigating mechanisms that affect behavior

Benchmark G: Personal and Community Health

1--Discussing fitness and health as related to longevity

Science and the Environment Strand (SE): In learning environmental science, students develop an appreciation of the natural environment, learn the value of environmental quality, and acquire a sense of stewardship through involvement in community action. As consumers and citizens, they are able to recognize how personal, professional, and political actions affect the natural world.

Benchmark A: Ecological Systems and Interactions

2--Demonstrating an understanding of the functions and values of Earth's major ecological systems

6--Describing how habitat, carrying capacity, and limiting factors influence plant and animal populations (including humans)

7--Demonstrating an understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery

9--Demonstrating an understanding of how the Earth's biodiversity may be threatened by human actions and natural forces

11--Describing how unwanted substances (pollutants) can bioaccumulate and adversely affect organisms, while some pollutants can be naturally decomposed through the action of microbes

Benchmark B: Resources and Resource Management

1--Comparing and contrasting the various types of renewable and nonrenewable resources and explaining the relationships between these resources and populations

2--Explaining how natural resources affect humans and how humans affect natural resources

3--Recognizing that people of the world consume disproportionate amounts of the Earth's resources, a factor of both population size and inequitable geographic or economic distribution of resources

4--Demonstrating an understanding that resource management issues and environmental problems may arise when resource use is motivated by short-term goals instead of long-term consequences

5--Comparing the benefits and the costs of various resource management methods

6--Analyzing how management of resources requires that they be viewed from a global, as well as a local, perspective

7--Recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's future as well as present needs

Benchmark D: Personal Choices and Responsible Actions

1--Demonstrating an understanding of the effects of personal choices and actions on the natural environment

2--Describing how a healthy environment depends upon responsible human actions

3--Analyzing how people are capable of reducing and reversing their negative impact on the environment through thinking, planning, educating, collaborating, and taking action

4--Demonstrating that the most important factor in prevention and control of pollution is education and the resulting change in values, attitudes, and behavior patterns

5--Explaining how responsible environmental decision-making involves scientific and sociological research, consideration of value systems, investigation and evaluation of alternative, and long-term global perspectives

6--Demonstrating a knowledge that environmental issues should be an international concern

7--Recognizing that philosophies, objectives, and practices of various types of resource management are sometimes incompatible, often necessitating compromises and tradeoffs

8--Recognizing that the development of accountability toward the environment is essential for the continued health of the planet

9--Developing an awareness of personal responsibility as stewards of the local and global environment

AUTHORITY NOTE: Promulgated in accordance with R.S. l7:6.

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