Texas CTE

Business Management and Administration (2010): Grade 9

Adopted 2010

Principles of Business, Marketing, and Finance

(1) The student describes the characteristics of business. The student is expected to:

- (A) explain the role of business in a global society;
- (B) differentiate between goods and services;
- (C) identify the types of business;
- (D) compare the different forms of ownership;
- (E) examine the organizational structure and functions of business;
- (F) interpret the nature of balance sheets and income statements;
- (G) describe factors that affect the environment; and
- (H) explain how organizations adapt to current markets.

(2) The student defines ethics in business. The student is expected to:

- (A) distinguish between ethical and unethical business practices; and
- (B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations.

(3) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the United States economy. The student is expected to:

- (A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies;
- (B) identify business cycles;
- (C) summarize the characteristics of the private enterprise system;
- (D) identify factors affecting a business' profits, revenues, and expenses; and
- (E) investigate potential causes of economic decisions such as supply and demand or consumer dollar votes.

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The student relates to the impact of international business on the United States economy. The student is expected to:

(A) compare domestic and world trade; and

(B) explain the impact of imports and exports on the United States economy.

(5) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:

(A) differentiate among the roles of government in business;

(B) describe types of activities performed by governments in business;

(C) ascertain the role of the legal system in business; and

(D) explain the role of organized labor in society.

(6) The student classifies types of businesses that market goods and services. The student is expected to:

(A) explain the importance of different marketing strategies for goods versus services;

(B) define the terms producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses;

(C) categorize types of producers in a private enterprise system;

(D) identify types of retailers;

(E) explain the role of retailers in a private enterprise system;

(F) identify examples of wholesalers; and

(G) describe the role of wholesalers in a private enterprise system.

(7) The student analyzes cost and profit relationships in finance. The student is expected to:

(A) explain the concept of productivity;

(B) analyze the impact of specialization and division of labor on productivity;

(C) explain the concept of organized labor and business;

(D) examine the impact of the law of diminishing returns; and

(E) describe the concept of economies of scale.

(8) The student analyzes the sale process, techniques used to enhance customer relationships, and the likelihood of making sales. The student is expected to:

(A) explain the selling process; and

(B) discuss motivational theories that impact buying behavior such as Maslow's Hierarchy of Needs.

(9) The student demonstrates how to advertise to communicate promotional messages to targeted audiences. The student is expected to:

(A) proofread ads for effectiveness; and

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(B) analyze ad performance.

(10) The student understands how to increase sales by employing visual merchandising techniques and using special events to increase sales. The student is expected to:

(A) explain the use of visual merchandising in retailing;

(B) distinguish between visual merchandising and display;

(C) place merchandise for impact;

(D) plan special events; and

(E) prepare stores and departments for special events.

(11) The student understands the fundamental principles of money. The student is expected to:

(A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer;

(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes;

(C) list functions of money such as medium of exchange, unit of measure, and store of value;

(D) describe sources of income such as wages and salaries, interest, rent, dividends, capital gains, and transfer payments;

(E) explain the time value of money;

(F) summarize the purposes and importance of credit; and

(G) explain legal responsibilities associated with financial exchanges.

(12) The student demonstrates an understanding of personal financial management. The student is expected to:

(A) explain the importance of providing accurate information;

(B) calculate gross and net pay;

(C) simulate opening and maintaining various types of bank accounts;

(D) reconcile bank statements;

(E) compare the advantages and disadvantages of different types of banking services;

(F) examine investment growth by developing a personal investment plan; and

(G) prepare an individual income tax return.

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(13) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:

(A) list types of advertising media;

(B) differentiate between product and institutional advertising; and

(C) identify and evaluate elements of an advertisement.

(14) The student discusses economic concepts impacting prices. The student is expected to:

(A) explain the principles of supply and demand; and

(B) describe the functions of prices in markets such as supply and demand.

(15) The student analyzes career opportunities and formulates a career plan. The student is expected to:

(A) analyze individual goals and interests;

(B) determine individual talents, abilities, and skills; and

(C) develop an individual career plan.

Touch System Data Entry

(1) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:

(A) demonstrate correct posture and position while conducting data entry;

(B) display proper care and operation of equipment used;

(C) apply the correct touch-system techniques for operating alphabetic keys;

(D) demonstrate the correct touch-system techniques for operating numeric and symbol keys;

(E) use the correct touch-system techniques for operating the ten-key numeric pad; and

(F) correctly use the command and function keys.

(2) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:

(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material;

(B) demonstrate the ability to compose at the keyboard;

(C) demonstrate the ability to proofread;

(D) identify the parts of a personal and business letter;

(E) format personal and business letters and envelopes;

(F) format all pages of a report, including a title page, reference page, and bibliography;

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(G) format an outline; and

(H) demonstrate mastery of basic grammar, including using punctuation marks, keying numbers and symbols, and using capitalization when composing.

(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:

(A) display improvement in speed and accuracy;

(B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate;

(C) implement the backspace key to correct errors;

(D) apply speed and accuracy in production of documents; and

(E) demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and correct sentence structure.

(4) The student prepares business documents using effective communication. The student is expected to:

(A) interpret and follow directions to produce documents;

(B) demonstrate proficiency in business English, spelling, and proofreading;

(C) identify and apply correct format for business correspondence and documents; and

(D) demonstrate concepts and processes to employ the appropriate steps in document production.

(5) The student improves level of proficiency in producing complex word-processing business documents. The student is expected to:

(A) refine work habits; and

(B) improve techniques, speed, and accuracy in document production.

(6) The student solves problems using document processing skills. The student is expected to:

(A) identify criteria for selection and evaluation of word-processing software;

(B) analyze proper placement, format, and priority of completion;

(C) produce business correspondence such as manuscripts, tables, reports, legal documents, and business forms; and

(D) compose a variety of business documents under timed situations.

(7) The student develops advanced word-processing skills. The student is expected to:

(A) perform advanced word-processing functions such as creating newspaper-style columns, inserting section breaks, creating templates, selecting styles, applying auto formatting, using borders and shading, defining page setup, converting document formats, searching files, addressing envelopes, creating labels, using mail merge, and customizing the desktop by using toolbars, menus, and shortcut keys; and

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(B) apply layout and design concepts in desktop publishing, including graphics, fonts, text boxes, frames, and tables.

(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:

(A) create and present a visual and oral report using text and graphics;

(B) prepare and distribute personalized correspondence using mail merge and electronic mail;

(C) relate the social ramifications of computer applications to privacy, values, and ethics;

(D) enhance overall office productivity by responsible use of computer systems;

(E) develop human-relation skills for working in a team environment; and

(F) participate in student leadership activities.

Business Information Management I

(1) The student coordinates information management and business management to aid in business planning. The student is expected to:

(A) explain the strategic role of information systems and information communication technology within an organization;

(B) determine risks and rewards of developing a strategic role for information systems and information communication technology; and

(C) integrate information systems planning with business planning.

(2) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:

(A) identify the management information requirements and business needs of an organization; and

(B) explain issues involved in designing and developing systems for different environments.

(3) The student analyzes available software packages for use in business settings. The student is expected to:

(A) determine equipment and supplies needed;

(B) establish equipment and supplies maintenance systems;

(C) schedule equipment maintenance;

(D) use equipment and supplies maintenance procedures; and

(E) operate a scanner.

(4) The student uses the computer's operating system to execute work responsibilities. The student is expected to:

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(A) move files in the computer operating system; and

(B) create directories.

(5) The student applies word-processing technology. The student is expected to:

(A) identify customary styles of business documents;

(B) improve touch-system skills using the keyboard and keypad to input data;

(C) use hardware and software flexibility needed to produce documents to address different computer applications; and

(D) demonstrate writing techniques generating ideas and gathering information relevant to the topic and purpose, maintaining accurate records of outside sources.

(6) The student identifies database software to create databases that facilitate business decision making. The student is expected to:

(A) explain the principles of data analysis;

(B) explain the nature of tools that can be used to access information in the database system;

(C) choose appropriate software;

(D) define fields and type of data;

(E) enter database structure;

(F) define relationships of tables;

(G) analyze company's data requirements;

(H) design a database to meet business requirements; and

(I) identify database trends.

(7) The student applies data entry techniques to enter information in databases. The student is expected to:

(A) access information in the database system;

(B) build data in a data warehouse;

(C) create a meaningful data set;

(D) enter data into databases, tables, and forms;

(E) edit data in databases, tables, and forms;

(F) create an interface user form for easier entry of data; and

(G) import and export databases.

(8) The student uses commands to retrieve data and create reports from databases. The student is expected to:

(A) retrieve data from tables and queries;

(B) formulate queries;

(C) create and print reports; and

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(D) manipulate data in the database management system.

(9) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:

(A) discuss the nature of data mining;

(B) describe data mining tools and techniques;

(C) discuss the importance of ethics in data mining;

(D) demonstrate basic data mining techniques; and

(E) interpret data mining findings.

(10) The student uses project management processes to plan a business project. The student is expected to:

(A) initiate a business project;

(B) design a business project; and

(C) participate in leadership and career development activities.

(11) The student applies spreadsheet technology. The student is expected to:

(A) perform mathematical processes, including:<ol type="i">
addition, subtraction, multiplication, and division;
percentages and decimals;
order of operations principle;
estimation; and
prediction of patterns of data; and

(B) formulate and produce solutions to a variety of business problems, including:<ol type="i">
budget, personal, and business;
payroll;
inventory;
invoices;
balance sheets;
profit-loss statements;
income tax preparation;
charts and graphs; and
conversion of foreign currencies.

(12) The student applies presentation management technology. The student is expected to:

(A) identify the guidelines for using graphics, fonts, and special effects in presentations;

(B) analyze the effectiveness of multimedia presentations; and

(C) determine the appropriate technology to create and deliver an effective presentation.