

Wisconsin CTE

# **Business (1998): Grades K, 1, 2, 3, 4**

Adopted 1998

## Communications

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

### Written Communications

1. Demonstrate correct spelling, grammar, word usage, and legible writing [A.4.1](#)
2. Write, edit, and revise an original, creative work incorporating correct spelling, grammar, and punctuation [A.4.2](#)
3. Compose simple requests for information [A.4.3](#)
4. Take simple notes [A.4.4](#)
5. Compose a standard business letter [A.4.5](#)
1. Research and write business-specific technical reports that incorporate graphic aids [A.BS.1](#)
2. Analyze and respond to complex business case studies [A.BS.2](#)
3. Edit business documents to improve content and effectiveness [A.BS.3](#)
4. Compose, edit, and produce executive summaries [A.BS.4](#)

### Oral Communications

6. Express wants, needs, and feelings [A.4.6](#)
7. Demonstrate the difference between opinion and fact [A.4.7](#)
8. Participate in group discussion and role playing [A.4.8](#)
9. Demonstrate telephone etiquette [A.4.9](#)
10. Follow oral directions [A.4.10](#)
11. Demonstrate the ability to listen for meaning [A.4.11](#)
12. Record complete and accurate messages and notes [A.4.12](#)
5. Give a formal presentation using appropriate graphics, media, and support materials [A.BS.5](#)
6. Present point of view on a current business issue [A.BS.6](#)
7. Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations [A.BS.7](#)
8. Evaluate media and oral presentations analytically and critically [A.BS.8](#)
9. Preside at meetings [A.BS.9](#)

### Workplace Communications

13. Give and follow simple instructions [A.4.13](#)
14. Greet people appropriately in a variety of situations [A.4.14](#)
15. Take turns communicating in a group situation [A.4.15](#)
16. Deliver informal appreciation messages in a variety of situations [A.4.16](#)
17. Make a written/oral request [A.4.17](#)
10. Use negotiation strategies to resolve a conflict [A.BS.10](#)

11. Demonstrate the ability to satisfy a customer's request [A.BS.11](#)
  12. Prepare and deliver a presentation for a specific business purpose [A.BS.12](#)
  13. Participate in and evaluate mock interviews [A.BS.13](#)
  14. Discuss the importance of verbal and nonverbal communications during an interview [A.BS.14](#)
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## Information Systems/Technology

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

1. Identify hardware components [B.4.1](#)
  2. Open and close a program [B.4.2](#)
  3. Save and retrieve a file [B.4.3](#)
  4. Develop touch keyboarding techniques [B.4.4](#)
  5. Use various input devices [B.4.5](#)
  6. Compose simple information using a keyboard [B.4.6](#)
  7. Proofread and edit documents [B.4.7](#)
  8. Print a document [B.4.8](#)
  9. Use graphic software to paint or draw [B.4.9](#)
  10. Access the Internet [B.4.10](#)
  11. Listen to speakers who use current technology [B.4.11](#)
1. Diagnose and solve problems related to the operation of computer equipment [B.BS.1](#)
  2. Apply special features of software packages such as galleries, templates, macros, etc. [B.BS.2](#)
  3. Describe how information systems have changed the workplace [B.BS.3](#)
  4. Explain how information systems have contributed to worker productivity [B.BS.4](#)
  5. Use data to create information to solve business problems [B.BS.5](#)
  6. Use desktop publishing software to design, create, and produce a variety of publications [B.BS.6](#)
  7. Import data, graphics, and scanned images using desktop publishing software [B.BS.7](#)
  8. Use multimedia software to design, create, and produce a variety of presentations [B.BS.8](#)
  9. Design and create a web page [B.BS.9](#)
  10. Evaluate application software products in terms of their features [B.BS.10](#)
  11. Customize application software [B.BS.11](#)
  12. Generate complex, multipart documents [B.BS.12](#)
  13. Use operating system commands [B.BS.13](#)
  14. Generate business forms [B.BS.14](#)
  15. Generate newsletters and brochures [B.BS.15](#)
  16. Create documents by merging information [B.BS.16](#)
  17. Establish and maintain a records management system [B.BS.17](#)
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## Financial Procedures

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

1. Recognize different denominations of currency and coins **C.4.1**
  2. Identify the value of each denomination **C.4.2**
  3. Calculate mathematics problems requiring adding, subtracting, multiplying, and dividing different denominations **C.4.3**
  4. Estimate mathematical calculations **C.4.4**
  1. Identify, prepare, and analyze financial statements **C.BS.1**
  2. Calculate loan payments with different interest rates **C.BS.2**
  3. Determine cash flow for a business **C.BS.3**
  4. Compare budget figures to actual costs **C.BS.4**
  5. Prepare and maintain payroll records **C.BS.5**
  6. Determine manufacturing costs **C.BS.6**
  7. Use technology to maintain, manipulate, and report financial information **C.BS.7**
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## Economics

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

1. Understand that productive resources are limited and that people cannot have all the goods and services they want; as a result they must choose some things and give up others. Identify the opportunity cost of a decision when one alternative is chosen **D.4.1**
  2. Define economic wants and explain how they are satisfied **D.4.2**
  3. Identify factors that can influence the prices of goods and services **D.4.3**
  1. Explain the basic characteristics of international trade including absolute and comparative advantage, barriers to free trade, exchange rate, and balance of trade **D.BS.1**
  2. Analyze how income will be affected by factors such as supply and demand, location, level of education, type of industry, union or non-union membership, gender, ethnicity, skill levels, work ethics, worker productivity, and market value of what workers produce **D.BS.2**
  3. Understand the necessity for choices and the role of the decision-making process for analyzing individual business and societal decisions **D.BS.3**
  4. Compare and contrast the different types of economic systems (command, market, traditional, and mixed) **D.BS.4**
  5. Explain the concepts of inflation, unemployment, and Gross Domestic Product and describe how they are measured **D.BS.5**
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## Entrepreneurship

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

1. Identify characteristics of an entrepreneur (business owner) [E.4.1](#)
  2. Identify reasons for keeping financial records [E.4.2](#)
  3. Explain the cost of theft to business [E.4.3](#)
  1. Research the unique contributions of entrepreneurs in the American economy [E.BS.1](#)
  2. Given a business dilemma, identify the problem and analyze possible solutions [E.BS.2](#)
  3. Design a business plan for a specific business [E.BS.3](#)
  4. Establish a means for building and maintaining customer loyalty [E.BS.4](#)
  5. Identify impact of outside sources such as labor unions, trade organizations, and competition when establishing a small business [E.BS.5](#)
  6. Prepare financial statements for a planned business [E.BS.6](#)
  7. Evaluate the financial condition of a business based on its financial records [E.BS.7](#)
  8. Diagram the organizational structure of a planned business [E.BS.8](#)
  9. Describe practices associated with cultural diversity that would impact a business moving from the national to the international marketplace [E.BS.9](#)
  10. Develop a business plan for a specific business based on the concepts of successful entrepreneurship, and defend the plan to an investor [E.BS.10](#)
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## Marketing

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

1. Determine product/service preferences of classmates and family members [F.4.1](#)
  1. Describe and use a marketing plan [F.BS.1](#)
  2. Perform market research [F.BS.2](#)
  3. Test market a product/service [F.BS.3](#)
  4. Analyze the life cycle of a product/service [F.BS.4](#)
  5. Analyze the various factors in pricing for a product/service [F.BS.5](#)
  6. Identify factors that influence the promotional mix of a product/service [F.BS.6](#)
  7. Identify the steps of the selling process [F.BS.7](#)
  8. Develop a distribution plan for a product/service [F.BS.8](#)
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## International Business

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

1. Identify a currency used in another country [G.4.1](#)
  2. Identify metric measurements [G.4.2](#)
  3. Identify different countries in the world [G.4.3](#)  
Identify a product which is produced in another country
  1. List examples of international trade in the local community [G.BS.1](#)
  2. Explain advantages and disadvantages of trade agreements between and among nations [G.BS.2](#)
  3. Identify the relationship between international events and the daily conduct of business [G.BS.3](#)
  4. Identify international trade partners [G.BS.4](#)
  5. Explain the role of international business at local, regional, and national levels [G.BS.5](#)
  6. Explain how time zones around the world affect businesses [G.BS.6](#)
  7. Compare the resources (e.g., trade routes, transportation centers, foreign trade zones, etc.) of major cities around the world [G.BS.7](#)
  8. Detail the processes for securing travel documents [G.BS.8](#)
  9. Explain the role of U.S. Customs and the customs agencies of other countries [G.BS.9](#)
  10. Identify the role of translators and interpreters in international business settings [G.BS.10](#)
  11. Use words and phrases important to business people in a given language [G.BS.11](#)
  12. Explain appropriate business protocol in international business situations [G.BS.12](#)
  13. Explain the use of names, titles, and ranks in different cultures and countries [G.BS.13](#)
  14. Select most appropriate telecommunication methods for given international business situations [G.BS.14](#)
  15. Define international business terms; such as, nontariff trade barriers, tariff, quota, and balance of trade [G.BS.15](#)
  16. Explain how changes in exchange rates affect consumers, companies that export goods, and companies that import goods [G.BS.16](#)
  17. Identify potential problems or "hurdles" of doing business in foreign countries [G.BS.17](#)
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## Principles of Management

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

1. Identify management positions within your school building [H.4.1](#)
  2. Contrast the different levels of management in your school building and how their responsibilities differ [H.4.2](#)
  1. Analyze the pros and cons of different management decisions [H.BS.1](#)
  2. Develop short-term strategic plans for a business [H.BS.2](#)
  3. Describe how the organization provides for accountability through authority and responsibility [H.BS.3](#)
  4. Measure and compare established employment standards [H.BS.4](#)
  5. Recognize the role of labor and management unions [H.BS.5](#)
  6. Understand the importance of employer/employee relations [H.BS.6](#)
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## Principles of Law

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

1. Explain rules at home and understand the rationale for these rules [I.4.1](#)
  2. Identify school rules and the rationale for these rules [I.4.2](#)
  3. Recognize community laws and their rationale [I.4.3](#)
  1. Describe sources of laws and their effect on individuals and society [I.BS.1](#)
  2. Identify court systems and procedures [I.BS.2](#)
  3. Analyze laws governing starting and maintaining a business [I.BS.3](#)
  4. List the elements of a business contract, and identify and explain the various types of contracts [I.BS.4](#)
  5. Demonstrate an understanding of the legislative process, and exhibit an awareness of legislation affecting business [I.BS.5](#)
  6. Compare and contrast differences in ethical and legal systems from state to state and nation to nation [I.BS.6](#)
  7. Explain contractual rights and responsibilities [I.BS.7](#)
  8. Discuss consumer protection legislation [I.BS.8](#)
  9. Identify contractual capacity [I.BS.9](#)
  10. Discuss the effects of law on employment relations [I.BS.10](#)
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## Interpersonal and Leadership Skills

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

1. Work cooperatively in a group [J.4.1](#)
  2. Follow oral directions [J.4.2](#)
  3. Demonstrate courtesy to others [J.4.3](#)
  4. Demonstrate respect to others [J.4.4](#)
  5. Demonstrate good manners [J.4.5](#)
  6. Respect the rights and feelings of others [J.4.6](#)
  7. Describe the advantages of working together as a team [J.4.7](#)
  8. Discuss the importance of being able to work together with people who are different from oneself [J.4.8](#)
  1. Practice appropriate interpersonal skills in a business setting [J.BS.1](#)
  2. Plan and present short presentations individually or as a member of a team [J.BS.2](#)
  3. Demonstrate an acceptance of different cultural beliefs and practices [J.BS.3](#)
  4. Demonstrate successful listening techniques [J.BS.4](#)
  5. Demonstrate professional behavior in the work environment [J.BS.5](#)
  6. Participate as a member of a team in a business environment [J.BS.6](#)
  7. Use appropriate etiquette when relating to business people of various cultures [J.BS.7](#)
  8. Demonstrate effective consensus-building techniques in a group situation [J.BS.8](#)
  9. Identify ways in which honesty and integrity of co-workers affect work performance [J.BS.9](#)
  10. Lead a committee or preside at a meeting [J.BS.10](#)
  11. Explain the different roles people assume when working in groups [J.BS.11](#)
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## Career Development

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

1. Identify own likes and dislikes and careers that match these preferences [K.4.1](#)
2. Identify what he/she does well [K.4.2](#)
3. Identify what he/she needs to improve [K.4.3](#)
4. Identify various types of occupations in the community [K.4.4](#)
5. Describe careers of immediate family members [K.4.5](#)
6. Demonstrate ability to work cooperatively with other students and family members [K.4.6](#)
1. Identify how one's own strengths match skills needed for business career cluster [K.BS.1](#)
2. Develop strategies to acquire skills needed for business career cluster [K.BS.2](#)
3. Identify strategies to use to upgrade and improve performance [K.BS.3](#)
4. Explore entrepreneurship opportunities [K.BS.4](#)
5. Explain the need for flexible career planning [K.BS.5](#)
6. Identify a network of business people who will provide assistance in securing a job [K.BS.6](#)
7. Explain the benefits of professional involvement [K.BS.7](#)
8. Develop a database of professional organizations related to chosen career cluster [K.BS.8](#)
9. Experience paid school- and work-based opportunities related to business occupational cluster [K.BS.9](#)