

KENTUCKY

GLENCOE

Introduction to Business

Correlation with Kentucky Business Principles and Applications, Business and Marketing Career Exploration, Business Management, Business Law, Business Communication, and Entrepreneurship courses, the Kentucky Administrative Support Occupational Skill Standards, SCANS, and Responses to Business Evaluation Tool

**Adoption Group V
Commonwealth of
Kentucky
2004-2010**

In partnership with **BusinessWeek**

Business Principles and Applications

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.16, 2.18, 2.19	<p>Students will:</p> <ul style="list-style-type: none"> explain characteristics of the free enterprise system and economic growth, the law of supply and demand, role of automation and computers, the interdependency of people, and the importance of world trade. 	<p>SE: 24-25, 53-55, 57, 128-133, 135, 136, 153-155, 300-301</p> <p>TWE: GI 24 IP 25 MN 155 R 154</p>
2.14, 2.15, 2.16	<ul style="list-style-type: none"> identify and analyze constitutional freedom, responsibilities, and rights of U.S. citizens, and discuss business ethics and areas in which businesses are thought to have social responsibility. 	<p>SE: 50-56, 57, 372-375</p> <p>TWE: BC 53 GP 54 IP 51, 55</p>
2.14, 2.18, 2.19	<ul style="list-style-type: none"> differentiate capitalism, socialism, and communism; and identify demographic, geographic, and psychographic trends in consumer market. 	<p>SE: 24-27, 201, 198-205</p> <p>TWE: BC 201 CC 388 DC 202 DS 202 R 26</p>
2.18, 2.33, 6.1	<ul style="list-style-type: none"> compare sole proprietorship, partnership, corporation, and cooperative; compare consumers' cooperative to a producer's cooperative. 	<p>SE: 87-89, 91, 94-97</p> <p>TWE: CC 88, 91 TC 88</p>

Business Principles and Applications (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.9, 2.18, 2.33	<ul style="list-style-type: none"> identify major types of financial institutions and define and explain terms relating to credit; explain what is involved in financial security, insurance and retirement planning, and saving and investing. 	<p>SE: 179, 180-183, 406-413, 420-427, 436-443, 459, 461-462, 486-487, 489-493, 500-507, 534-541, 550-557, 564-571</p> <p>TWE: BC 538 CC 411, 552 CL 486, 500 GP 490, 504 MN 407 TC 566</p>
2.36, 2.38, 6.3	<ul style="list-style-type: none"> research and analyze career opportunities in business and marketing and the relationship of education, employment, and wages; identify and describe good job search techniques; and prepare the necessary job application tools. 	<p>SE: 237, 320-327, 334-341 <i>Working Lifestyle:</i> 12, 42, 92, 130, 168, 204, 240, 276, 326, 358, 374, 388, 460, 506, 556, 566</p> <p>TWE: DS 338</p>
2.18, 2.30, 2.33	<ul style="list-style-type: none"> analyze and discuss the role of the consumer; and recognize consumer rights and responsibilities; distinguish consumer and industrial markets. 	<p>SE: 11, 148, 198, 356, 360-363, 372-377, 379, 387</p> <p>TWE: CC 374 CL 372 GP 376 IP 387 R 378</p>

Business Principles and Applications (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p>1.9, 2.29, 2.33</p>	<ul style="list-style-type: none"> identify and explain what is involved in budgeting and demonstrate budgeting and recordkeeping; and examine aspects of resource management such as personal decision making and housing and automobile decisions (including insurance). 	<p>SE: 454-463, 476-479, 534-541, 551, 552-557 <i>Technology Toolkit:</i> 476</p> <p>TWE: BC 456, 460, 535 DC 456 IN 457 CC 458, 461, 477 GI 459, 537, 553 TC 458, 536 IP 459, 477 GP 460, 476, 554 DC 461, 535 DS 461 CL 462, 534 TR 463, 535 R 462 ES 462 TT 476</p>
<p>2.15, 5.1, 6.1</p>	<ul style="list-style-type: none"> identify and explain government and labor’s role in business including the role of labor unions and taxation. 	<p>SE: 21, 163-165, 166, 167, 169 <i>Consider This:</i> 164 <i>Real World Application:</i> 169</p> <p>TWE: IP 21, 163 CC 164, 167 CT 164 GI 165 BC 165 DC 166 DS 166 GP 166 IN 167 RW 169</p>

Business Principles and Applications (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.16, 2.18	<ul style="list-style-type: none"> • identify the nine functions of marketing and explain the economic value of marketing. 	<p>SE: 24, 25, 198-203, 249 <i>Real World Application:</i> 199, 201, 203, 249 <i>Technology Toolkit:</i> 200</p> <p>TWE: DC 24, 198, 202 DS 24, 202 CC 25, 200, 203 IN 25, 203, 249 CL 198 BC 198, 201 RW 199, 201, 203, 249 IP 199 TT 200 TC 200 GI 201 GP 202</p>
1.12, 4.0, 6.2	<ul style="list-style-type: none"> • utilize activities of FBLA and/or DECA student organizations as an integral component of course content and leadership development. 	<p>TWE: TM53</p>

Business Principles and Applications (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relative to the career cluster. 	<p>SE: 236-237, 238-239, 316, 334, 335, 336-337, 341 <i>Real World Application:</i> 237, 239, 335, 337 <i>You Make the Call:</i> 238 <i>Technology Toolkit:</i> 336</p> <p>TWE: DC 238, 334, 337 DS 337 CC 236, 239, 336 IN 335 CL 334 BC 238, 334 RW 237, 239, 335, 337 IP 239 TT 336 TC 236, 336 GI 237, 337 TC 238</p>
1.9, 1.10, 1.12	<ul style="list-style-type: none"> • apply math and communication skills within the technical content. 	<p>SE: 102, 118, 120 <i>Business Building Blocks:</i> 26, 178, 362, 412, 458, 502 <i>Real World Application:</i> 107</p> <p>TWE: CC 102 TC 102 BB 26, 178, 362, 412, 458, 502 RW 107</p>

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12	<p>Students will:</p> <ul style="list-style-type: none"> reinforce basic skills in human relations and in both written and oral communication including customer relations. 	<p>SE: 107, 115-116, 118 <i>Business Building Blocks:</i> 102, 120, 362, 412 <i>Writing for Business:</i> 56, 76, 106, 134, 288, 378, 488, 538 <i>You Make the Call:</i> 116</p> <p>TWE: IN 115 YC 116 CC 116 GP 118</p>
1.36, 2.36	<ul style="list-style-type: none"> develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers. 	<p>SE: 320-321, 321-322, 323-325, 326-327 <i>Real World Application:</i> 323, 325, 327 <i>Working Lifestyle:</i> 326</p> <p>TWE: DC 320 DS 324 CC , 325 IN 321 CL 320 BC 320 RW 323, 325, 327 IP 325 GI 323, 337 GP 324 WL 326 PA 3, 317, 326 R 326 ES 326</p>

Business and Marketing Career Exploration (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.31	<ul style="list-style-type: none"> complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations. 	SE: 321-322 <i>Consider This</i> 322 TWE: TC 322 CT 322
2.3, 2.16, 2.19	<ul style="list-style-type: none"> complete a career interest survey identifying general likes and dislikes, personal skills, and job values. 	SE: 323-325, 325-327 <i>Real World Application:</i> 325, 327 TWE: GI 323 BC 323 DC 323 DS 324 GP 324 RW 325, 327 IP 325 R 326 EN 326
2.37, 2.38	<ul style="list-style-type: none"> complete a job application, compose a resume and a letter of application, and prepare for an interview. 	SE: 337-339, 339, 340, 341 TWE: CL 334 BC 337 IP 335, 338 EN 340

Business and Marketing Career Exploration (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p>2.14, 2.17, 5.4</p>	<ul style="list-style-type: none"> define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics. 	<p>SE: 50-53, 53-57 <i>Real World Application:</i> 51, 55, 57 <i>Technology Toolkit:</i> 52 <i>Writing for Business:</i> 56</p> <p>TWE: BC 50, 53 DC 50, 54 DS 54 CL 50 IN 51 RW 51, 55, 57 TT 52 TC 52 GI 53 GP 54 IP 55 ES 56 R 56 WB 56</p>
<p>2.29, 2.36</p>	<ul style="list-style-type: none"> develop and/or update Individual Graduation/Career Plans. 	<p>SE: 318-331</p> <p>TWE: BA 319 CL 320 F 318 TC 322</p>

Business and Marketing Career Exploration (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.17, 2.33	<ul style="list-style-type: none"> develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals. 	<p>SE: 8-9, 356-360, 360-363 <i>Real World Application:</i> 357, 358, 361, 363</p> <p>TWE: TC 8, 358 DC 356, 359 DS 360 CC 358, 361 IN 357 CL 356 BC 356, 359 RW 357, 358, 361, 363 IP 361 GI 359 GP 360 R 362</p>
1.16, 6.2	<ul style="list-style-type: none"> develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle. 	<p>SE: 274-275, 454-469</p> <p>TWE: DC 274</p>
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply communication skills within the technical content. 	<p>SE: 107, 115-116, 118 <i>Business Building Blocks:</i> 102, 120, 362, 412 <i>Writing for Business:</i> 56, 76, 106, 134, 288, 378, 488, 538 <i>You Make the Call:</i> 116</p> <p>TWE: IN 115 YC 116 CC 116 GP 118</p>

Business and Marketing Career Exploration (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p align="center">2.36, 2.37</p>	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	<p>SE: 236-237, 238-239, 316, 334, 335, 336-337, 341 <i>Real World Application:</i> 237, 239, 335, 337 <i>You Make the Call:</i> 238 <i>Technology Toolkit:</i> 336</p> <p>TWE: DC 238, 334, 337 DS 337 CC 236, 239, 336 IN 335 CL 334 BC 238, 334 RW 237, 239, 335, 337 IP 239 TT 336 TC 236, 238, 336 GI 237, 337</p>
<p align="center">1.12, 4.0, 6.2</p>	<ul style="list-style-type: none"> utilize activities of FBLA and /or DECA as an integral component of course content and leadership development. 	<p>TWE: TM53</p>

Business Management		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.6, 2.18, 2.20	<p>Students will:</p> <ul style="list-style-type: none"> describe the economic system of the United States. 	<p>SE: 20-22, 22-23, 23-29, 36, 37-39, 40-43 <i>Real World Application:</i> 21, 23, 25, 27, 39, 41, 43 <i>Consider This:</i> 22 <i>You Make the Call:</i> 38</p> <p>TWE: DC 20, 24, 36, 40 DS 24, 40 CC 25, 38, 41 IN 21, 37 CL 20, 36 BC 20, 23, 36, 39 RW 21, 23, 25, 27, 39, 41, 43 IP 25, 41 TC 22, 37 GI 24, 39 CT 22 GP 23 R 26, 42 ES 26, 42 TC 38</p>

Business Management (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.1, 2.2	<ul style="list-style-type: none"> • research the structure of business ownership and explain considerations in business planning. 	<p>SE: 70-72, 73-75, 75-77, 86-89, 90-91, 91-93 <i>Real World Application:</i> 71, 73, 75, 87, 89 <i>Writing for Business:</i> 76 <i>You Make the Call:</i> 88 <i>Consider This:</i> 90</p> <p>TWE: DC 70, 73, 86, 90 DS 74, 86, 90 CC 72, 75, 88, 91 IN 71, 87 CL 86 BC 70, 73, 90 RW 71, 73, 75, 87, 89 IP 74, 91 TC 72 GI 73, 89 CT 90 GP 74, 90 R 76, 92 ES 76, 92 WB 76 YC 88</p>

Business Management (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p>2.16, 2.17, 2.19</p>	<ul style="list-style-type: none"> identify and explain basic functions of management, management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance. 	<p>SE: 100-101-102, 102-105, 106, 107, 114-117, 117-119, 120-121, 238-239 <i>Business Building Blocks:</i> 102 <i>Real World Application:</i> 103, 115 <i>Writing for Business:</i> 106</p> <p>TWE: DC 100, 104 DS 104 CC 102, 105 IN 101, 105 CL 100 BC 100, 103, 114 RW 103, 115 TC 102 GI 103 GP 104 BB 102 WB 106</p>

Business Management (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p>1.10, 1.13, 1.14</p>	<ul style="list-style-type: none"> identify and compare sources of capital and marketing activities. 	<p>SE: 21-22, 24, 25, 198-203, 249, 422, 501 <i>Real World Application:</i> 199, 201, 203, 249 <i>Technology Toolkit:</i> 200</p> <p>TWE: DC 24, 198, 202 DS 24, 202 CC 25, 200, 203 IN 25, 203, 249 CL 198 BC 198, 201 RW 199, 201, 203, 249 IP 199 TT 200 TC 200 GI 201 GP 202</p>
<p>5.3, 6.1, 6.3</p>	<ul style="list-style-type: none"> discuss how global issues and international trade has and will affect management types, styles, and trends. 	<p>SE: 148, 149-152, 152-155 <i>Real World Application:</i> 149, 151, 153, 155</p> <p>TWE: DC 148 DS 152 CC 150, 153 IN 149 CL 148 BC 148, 152 RW 149, 151, 153, 155 IP 153 TC 150 GI 151 GP 152 R 154 EN 154</p>

Business Management (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 5.3	<ul style="list-style-type: none"> • research and analyze career opportunities in management and demonstrate leadership characteristics. 	<p>SE: 237, 320-327, 334-341 <i>Working Lifestyle:</i> 12, 42, 92, 130, 168, 204, 240, 276, 326, 358, 374, 388, 460, 506, 556, 566</p> <p>TWE: DS 338 WL 566 CP 324 CC 325 IP 325 EN 326 R 326</p>
2.37, 2.38	<ul style="list-style-type: none"> • develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques. 	<p>SE: 237, 241, 337-339, 339, 340, 341</p> <p>TWE: CL 334 BC 337 IP 335, 338 EN 340</p>

Business Management (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 2.20	<ul style="list-style-type: none"> research and cite major laws/regulations that affect management and examine the importance of work ethic. 	<p>SE: 50-56, 57, 162, 163-165, 165-169, 372-375, 436-441, 537, 538, 539 <i>Real World Application:</i> 163, 165, 169 <i>Consider This:</i> 164</p> <p>TWE: DC 162, 166, 436 DS 166 CC 164, 167 IN 163, 437 CL 162, 436 BC 53, 162, 165, 436 RW 163, 165, 169 IP 51, 55, 167 TC 164 GI 165 CT 164 GP 54, 166 R 168 ES 168</p>
2.37, 3.0, 4.0	<ul style="list-style-type: none"> utilize activities of FBLA as an integral component of course content and leadership development. 	<p>TWE: TM53</p>
2.37, 3.0, 4.0	<ul style="list-style-type: none"> participate in work-based learning (mentoring, shadowing, co-op, etc.) and service learning. 	<p>SE: 325, 326, 327 <i>Real World Application:</i> 327</p> <p>TWE: CC 325 IP 325 RW 327</p>

Business Management (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	<p>SE: 236-237, 238-239, 316, 334, 335, 336-337, 341 <i>Real World Application:</i> 237, 239, 335, 337 <i>You Make the Call:</i> 238 <i>Technology Toolkit:</i> 336</p> <p>TWE: DC 238, 334, 337 DS 337 CC 236, 239, 336 IN 335 CL 334 BC 238, 334 RW 237, 239, 335, 337 IP 239 TT 336 TC 236, 336 GI 237, 337 TC 238</p>
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 102, 118, 120 <i>Business Building Blocks:</i> 26, 178, 362, 412, 458, 502 <i>Real World Application:</i> 107</p> <p>TWE: CC 102 TC 102 BB 26, 178, 362, 412, 458, 502 RW 107</p>

Business Law		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.14, 2.15, 2.19	<p>Students will:</p> <ul style="list-style-type: none"> identify ways laws affect individuals, sources of law, constitutional rights and responsibilities of U.S. citizens, and the responsibilities of government. 	<p>SE: 162, 163-165, 165-169, 436-441, 537, 538, 539 <i>Real World Application:</i> 163, 165, 169 <i>Consider This:</i> 164</p> <p>TWE: DC 162, 166, 436 DS 166 CC 164, 167 IN 163, 437 CL 162, 436 BC 162, 165, 436 RW 163, 165, 169 IP 167 TC 164 GI 165 CT 164 GP 166 R 168 ES 168</p>
2.14, 2.15, 2.19	<ul style="list-style-type: none"> describe and analyze the American Legal System and identify the essentials of a contract and examine the characteristics of contracts. 	<p>SE: 164</p> <p>TWE: N/A</p>
2.30, 5.1, 6.3	<ul style="list-style-type: none"> explain various aspects of consumer protections including deceptive advertising, agencies which aid the consumer, and federal legislation. 	<p>SE: 360-363 <i>Business Building Blocks:</i> 218</p> <p>TWE: BB 218</p>

Business Law (continued)		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.14, 6.1, 6.2	<ul style="list-style-type: none"> explain commercial paper and commercial contracts and warranties. 	SE: 164, 363 TWE: N/A
2.14, 5.4, 6.3	<ul style="list-style-type: none"> describe rights and duties of employee, employer, and independent contractor and other important aspects of employment. 	SE: 234, 235-237, 238-239, 239-241, 131, 168, 337, 339, 341 <i>Real World Application</i> 235, 237 TWE: DC 234, 238, 337 CC 236, 239 IN 235 CL 234 BC 234, 238 RW 235, 237 IP 239 TC 236 GI 237 GP 238

Business Law (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.18,5.1, 6.2	<ul style="list-style-type: none"> examine ways businesses can be created including their rights, limitations, and liabilities. 	<p>SE: 50-53, 53-57, 162, 163-165, 165-169, 248 436-441, 537, 538, 539 <i>Real World Application:</i> 163, 165, 169 <i>Consider This:</i> 164</p> <p>TWE: DC 162, 166, 436 DS 166 CC 164, 167 IN 163, 437 CL 162, 436 BC 162, 165, 436 RW 163, 165, 169 IP 167 TC 164 GI 165 CT 164 GP 166 R 168 ES 168</p>
2.14, 2.30, 5.1	<ul style="list-style-type: none"> explain about real and personal property and wills. 	<p>SE: 550</p> <p>TWE: N/A</p>
2.36, 2.38, 6.3	<ul style="list-style-type: none"> research career opportunities in the legal profession. 	<p>SE: 324, 325-327 <i>Working Lifestyle:</i> 566</p> <p>TWE: WL 566 CP 324 CC 325 IP 325 EN 326 R 326</p>

Business Law (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p align="center">1.12, 4.0, 6.2</p>	<ul style="list-style-type: none"> utilize activities of FBLA as an integral component of course content and leadership development. 	<p>SE: N/A</p> <p>TWE: TM53</p>
<p align="center">2.36, 2.37</p>	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	<p>SE: 236-237, 238-239, 316, 334, 335, 336-337, 341 <i>Real World Application:</i> 237, 239, 335, 337 <i>You Make the Call:</i> 238 <i>Technology Toolkit:</i> 336</p> <p>TWE: DC 238, 334, 337 DS 337 CC 236, 239, 336 IN 335 CL 334 BC 238, 334 RW 237, 239, 335, 337 IP 239 TT 336 TC 236, 336 GI 237, 337 TC 238</p>
<p align="center">1.9, 1.10, 1.12</p>	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 102, 118, 120 <i>Business Building Blocks:</i> 26, 178, 362, 412, 458, 502 <i>Real World Application:</i> 107</p> <p>TWE: CC 102 TC 102 BB 26, 178, 362, 412, 458, 502 RW 107</p>

Business Communication		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1, 5.4, 6.3	<p>Students will:</p> <ul style="list-style-type: none"> identify the parts of speech, apply language arts rules, and use reference materials. 	<p>SE: <i>Building Academic Skills</i>: 158, 244, 280, 396</p> <p>TWE: AA 69</p>
1.16, 6.3	<ul style="list-style-type: none"> utilize grammar check, spell check, thesaurus, and proofreader’s marks. 	<p>SE: 304-305</p> <p>TWE: N/A</p>
1.11, 1.16, 5.4	<ul style="list-style-type: none"> compose various types of business documents electronically, including those associated with employment. 	<p>SE: 304, 305, 306 <i>Technology Toolkit</i>: 336</p> <p>TWE: TT 336</p>
1.16, 6.2, 6.3	<ul style="list-style-type: none"> identify, describe, and use different types of electronic communications. 	<p>SE: 128-129, 130-131, 132-135 <i>Technology Toolkit</i>: 72, 302 <i>Real World Application</i>: 129</p> <p>TWE: DC 128, 132 IN 129, 133 CL 128 BC 128, 131 RW 129 GP 132 TT 72, 302</p>
26.3	<ul style="list-style-type: none"> demonstrate proper telephone etiquette. 	<p>SE: N/A</p> <p>TWE: T 292</p>

Business Communication (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 2.36, 2.38	<ul style="list-style-type: none"> demonstrate job interviewing techniques and develop a career portfolio (resume, letter of application, etc.). 	SE: 237, 241, 337-339, 339, 340, 341 TWE: CL 334 BC 337 IP 335, 338 EN 340
2.36, 2.37, 6.3	<ul style="list-style-type: none"> research career opportunities in business communication-related careers. 	SE: 324, 325-327 <i>Working Lifestyle:</i> 128 TWE: WL 128 CP 324 CC 325 IP 325 EN 326 R 326
1.11, 1.16, 5.4	<ul style="list-style-type: none"> compose and illustrate an oral report using appropriate visual aids (presentation software, etc.). 	SE: 306 TWE: N/A
1.12, 4.0, 6.2	<ul style="list-style-type: none"> utilize activities of FBLA as an integral component of course content and leadership development. 	SE: N/A TWE: TM 53

Business Communication (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p align="center">2.36, 2.37</p>	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	<p>SE: 236-237, 238-239, 316, 334, 335, 336-337, 341 <i>Real World Application:</i> 237, 239, 335, 337 <i>You Make the Call:</i> 238 <i>Technology Toolkit:</i> 336</p> <p>TWE: DC 238, 334, 337 DS 337 CC 236, 239, 336 IN 335 CL 334 BC 238, 334 RW 237, 239, 335, 337 IP 239 TT 336 TC 236, 336 GI 237, 337 TC 238</p>
<p align="center">1.9, 1.10, 1.12</p>	<ul style="list-style-type: none"> apply math and communication skills with the technical content. 	<p>SE: 102, 118, 120 <i>Business Building Blocks:</i> 26, 178, 362, 412, 458, 502 <i>Real World Application:</i> 107</p> <p>TWE: CC 102 TC 102 BB 26, 178, 362, 412, 458, 502 RW 107</p>

Entrepreneurship		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.4, 1.12	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate strong customer service orientation. 	<p>SE: 327, 392-393 <i>Business Building Blocks:</i> 392</p> <p>TWE: IN 387 BB 392</p>
1.8, 2.1, 2.8	<ul style="list-style-type: none"> describe the financial statements needed for a business plan and the purpose in financial planning. 	<p>SE: 75-76, 77 <i>Writing for Business:</i> 76</p> <p>TWE: WB 76</p>
1.16	<ul style="list-style-type: none"> investigate the role of international trade, opportunities of global markets, and the potential of international trade. 	<p>SE: 148, 149-152, 152-155 <i>Real World Application:</i> 149, 151, 153, 155</p> <p>TWE: DC 148 DS 152 CC 150, 153 IN 149 CL 148 BC 148, 152 RW 149, 151, 153, 155 IP 153 TC 150 GI 151 GP 152 R 154 EN 154</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.4, 2.20, 2.1	<ul style="list-style-type: none"> describe the legal considerations for starting a business. 	<p>SE: 86-89, 90-91, 91-93 <i>Real World Application:</i> 89, 91 <i>You Make the Call:</i> 88</p> <p>TWE: DC 86 DS 90 CC 88, 91 IN 87 CL 86 BC 86 RW 89, 91 IP 91 YC 88 R 92 ES 92</p>
2.36, 2.37 2.38	<ul style="list-style-type: none"> formulate a business plan and describe its components, recognizing the dual roles of a small business owner. 	<p>SE: 75-76, 77 <i>Writing for Business:</i> 76</p> <p>TWE: WB 76</p>
2.4, 5.5, 6.1, 6.2	<ul style="list-style-type: none"> distinguish intensive, integrative, and diversification growth strategies. 	<p>SE: 77</p> <p>TWE: N/A</p>
2.21, 2.25	<ul style="list-style-type: none"> explain the purpose of a working business plan. 	<p>SE: 75-76, 77 <i>Writing for Business:</i> 76</p> <p>TWE: WB 76</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.33	<ul style="list-style-type: none"> • identify sources of assistance for entrepreneurs. 	<p>SE: 22, 70-72, 73-75, 75-77 <i>Real World Application:</i> 71, 73, 75, 77 <i>Writing for Business:</i> 76</p> <p>TWE: DC 70, 73 CC 72, 75 IN 71 BC 70, 73 RW 71, 73, 75 IP 74 TC 72 GP 74 WB 76 TR 77</p>
1.1, 5.1, 5.4	<ul style="list-style-type: none"> • discuss market analysis to determine target market (who is the customer). 	<p>SE: 24, 25, 198-203, 249 <i>Real World Application:</i> 199, 201, 203, 249 <i>Technology Toolkit:</i> 200</p> <p>TWE: DC 24, 198, 202 DS 24, 202 CC 25, 200, 203 IN 25, 203, 249 CL 198 BC 198, 201 RW 199, 201, 203, 249 IP 199 TT 200 TC 200 GI 201 GP 202</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p>2.14, 2.29, 5.1, 6.2</p>	<ul style="list-style-type: none"> examine the role of management in a successful business, specific management techniques for small business, and management strategies. 	<p>SE: 100-101-102, 102-105, 106, 107, 114-117, 117-119, 120-121, 238-239 <i>Business Building Blocks:</i> 102 <i>Real World Application:</i> 103, 115 <i>Writing for Business:</i> 106</p> <p>TWE: DC 100, 104 DS 104 CC 102, 105 IN 101, 105 CL 100 BC 100, 103, 114 RW 103, 115 TC 102 GI 103 GP 104 BB 102 WB 106</p>
<p>2.2, 2.3, 2.15, 2.18</p>	<ul style="list-style-type: none"> analyze the risks and rewards of starting a business. 	<p>SE: 22, 70-72, 73-75, 75-77 <i>Real World Application:</i> 71, 73, 75, 77 <i>Writing for Business:</i> 76</p> <p>TWE: DC 70, 73 CC 72, 75 IN 71 BC 70, 73 RW 71, 73, 75 IP 74 TC 72 GP 74 WB 76 TR 77</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.2, 2.3, 2.7	<ul style="list-style-type: none"> analyze pricing in the marketing mix, pricing strategies, and the establishment of a pricing strategy. 	<p>SE: 24-25, 152, 199, 200, 359-360 <i>Real World Application:</i> 201, 359</p> <p>TWE: IP 25 TC 200 RW 201, 359 GP 360</p>
5.3	<ul style="list-style-type: none"> describe the role of market analysis in business ownership. 	<p>SE: 24, 25, 198-203, 249 <i>Real World Application:</i> 199, 201, 203, 249 <i>Technology Toolkit:</i> 200</p> <p>TWE: DC 24, 198, 202 DS 24, 202 CC 25, 200, 203 IN 25, 203, 249 CL 198 BC 198, 201 RW 199, 201, 203, 249 IP 199 TT 200 TC 200 GI 201 GP 202</p>
2.8, 2.30	<ul style="list-style-type: none"> identify, evaluate, and select sources for financing a business venture. 	<p>SE: 169, 274-275</p> <p>TWE: BC 274 DC 274 DS 274 GP 274 IP 275 CC 275</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p style="text-align: center;">2.14, 2.29</p>	<ul style="list-style-type: none"> • identify training procedures, hiring policies, and rights and responsibilities of small business employees. 	<p>SE: 234, 235-237, 238-239, 239-241, 251-255 <i>Real World Application:</i> 235, 237, 239, 241, 251, 255 <i>You Make the Call:</i> 238</p> <p>TWE: DC 234, 238, 252 DS 238, 252 CC 236, 239, 253 IN 235 CL 234 BC 234, 251 RW 235, 237, 239, 241, 251, 255 IP 239, 253 TC 236 GI 237, 251 YC 238 GP 238, 252 R 240, 254 ES 240, 254</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.6, 5.1, 6.3	<ul style="list-style-type: none"> select and analyze computer software/hardware options for small business; examine benefits of organization membership. 	<p>SE: 284-289, 289-290, 290-291, 300-303, 303-307 <i>Writing for Business:</i> 288 <i>Picture This:</i> 292-293 <i>Real World Application:</i> 285, 287, 289 <i>Technology Toolkit:</i> 286</p> <p>TWE: WB 288 DC 284, 286 DS 288 CC 286, 289 IN 285 CL 284 BC 284, 286 RW 285, 287, 289 IP 288 TT 286 GI 286 R 290 ES 290 GP 288</p>
1.12, 4.0, 6.2	<ul style="list-style-type: none"> utilize activities of FBLA and /or DECA as an integral component of course content and leadership development. 	<p>SE: N/A</p> <p>TWE: TM53</p>

Entrepreneurship (continued)

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relative to the career cluster. 	<p>SE: 236-237, 238-239, 316, 334, 335, 336-337, 341 <i>Real World Application:</i> 237, 239, 335, 337 <i>You Make the Call:</i> 238 <i>Technology Toolkit:</i> 336</p> <p>TWE: DC 238, 334, 337 DS 337 CC 236, 239, 336 IN 335 CL 334 BC 238, 334 RW 237, 239, 335, 337 IP 239 TT 336 TC 236, 336 GI 237, 337 TC 238</p>
1.9, 1.10, 1.2	<ul style="list-style-type: none"> • apply math and communication skills within the technical content. 	<p>SE: 102, 118, 120 <i>Business Building Blocks:</i> 26, 178, 362, 412, 458, 502 <i>Real World Application:</i> 107</p> <p>TWE: CC 102 TC 102 BB 26, 178, 362, 412, 458, 502 RW 107</p>

Administrative Support Occupational Standards

OA Perform Administrative Support Functions

STANDARD	PAGE REFERENCES
OA003 Coordinate one's own work	SE: 105, 107 TWE: N/A

OC Apply Math and Financial Skills

STANDARD	PAGE REFERENCES
OC002 Prepare bank deposits	SE: 179, 477-478

TWE Codes

AA	An Extension Activity
BA	Bell Ringer Activity
BB	Business Building Blocks
BC	Business Connection
CC	Curriculum Connection
CL	Cooperative Learning
CT	Consider This
DC	Develop Concepts
DS	Discussion Starter
ES	Enrichment Strategy
F	Focus
GI	Great Ideas from the Classroom of...
GP	Global Perspective
IN	Independent Practice
IP	Individualized Practice
MN	Meeting Individual Needs
PA	Portfolio Activity
R	Re-teaching
RW	Real World Applications
T	Teach
TC	Thinking Critically
TR	Technology Resource
TT	Technology Toolkit
WL	Working Lifestyle
YC	You Make the Call

SCANS*	
A Three-Part Foundation	
Basic Skills	CHAPTER REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE & TWE: Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • E. Speaking—organizes ideas and communicates orally 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>

SCANS*

A Three-Part Foundation (continued)

Thinking Skills	CHAPTER REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>SE & TWE: Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 15, 19, 20, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 15, 16, 18, 20, 21, 25, 26, 28, 29, 30, 32, 34</p>
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE & TWE: Chapters 1, 2, 4, 12, 13, 15, 16, 17, 18, 20, 21, 23, 24, 25, 26, 27, 28, 30, 32, 33, 35</p>
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>

SCANS*	
A Three-Part Foundation (continued)	
Personal Qualities	CHAPTER REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE & TWE: Chapters 2, 4, 7, 8, 10, 11, 13, 16, 17, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE & TWE: Chapters 4, 16, 20, 28, 29, 35</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>SE & TWE: Chapters 1, 4, 8, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE & TWE: Chapters 1, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25, 28, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE & TWE: Chapters 3, 4, 5, 8, 9, 10, 12, 13, 15, 16, 17, 19, 26, 30, 31, 32, 34, 35</p>

SCANS*	
Five Workplace Competencies	
Resources	CHAPTER REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	SE & TWE: Chapters 3, 6, 7, 8, 12, 13, 14, 21, 23, 25, 28, 30, 32, 33
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	SE & TWE: Chapters 2, 7, 10, 12, 13, 17, 19, 20, 22, 24, 26, 28, 31, 32, 33, 34, 35
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE & TWE: Chapters 1, 4, 7, 8, 18, 34
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE & TWE: Chapters 1, 2, 4, 5, 7, 8, 15, 17, 20

SCANS*	
Five Workplace Competencies (continued)	
Interpersonal	CHAPTER REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	SE & TWE: Chapters 1, 2, 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 21, 23, 24, 27, 28, 29, 32, 33, 34, 35
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations 	SE & TWE: Chapters 7, 8, 14, 17, 19, 23, 24, 30
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	SE & TWE: Chapters 4, 6, 7, 8, 10, 12, 13, 15, 17, 19, 20, 21, 23, 26, 27, 31
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	SE & TWE: Chapters 4, 23, 27, 33
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35

SCANS*	
Five Workplace Competencies (continued)	
Information	CHAPTER REFERENCES
<p>Acquires and uses information</p> <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	<p>SE & TWE: Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	<p>SE & TWE: Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	<p>SE & TWE: Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	<p>SE & TWE: Chapters 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>

SCANS*	
Five Workplace Competencies (continued)	
Systems	CHAPTER REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE & TWE: Chapters 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE & TWE: Chapters 4, 6, 7, 9, 20, 23, 24, 25, 28, 32, 33</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE & TWE: Chapters 1, 4, 6, 7, 9, 10, 11, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 28, 29, 30, 31, 32</p>

SCANS*	
Five Workplace Competencies (continued)	
Technology	CHAPTER REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE & TWE: Chapters 2, 5, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE & TWE: Chapters 18, 32</p>

**See TWE pages 4A, 18A, 34A, 48A, 68A, 84A, 98A, 112A, 126A, 146A, 160A, 174A, 196A, 210A, 232A, 246A, 268A, 282A, 298A, 318A, 332A, 354A, 370A, 384A, 404A, 418A, 434A, 454A, 470A, 484A, 498A, 512A, 532A, 548A, and 562A for SCANS correlations for each chapter. See TWE pages TM54-TM56 for SCANS correlations to student text features and instructional tools located in the TWE.*

Business Evaluation Tool

Content-Business	Comments
Career Experiences	The <i>Working Lifestyle</i> feature found throughout the Student Edition introduces students to a wide range of interesting, attainable career choices in the field of business.
Employability Skills	The <i>Business Building Blocks</i> feature found throughout the Student Edition presents important skills that are necessary for success in school and on the job.
Team work	In <i>Introduction to Business</i> , students and teachers have a variety of materials to assist with cooperative learning activities. Many of the features and chapter assessment activities can be completed in a cooperative learning environment. These activities include the <i>Chapter Review</i> , <i>BusinessWeek Seminar</i> , <i>Business Building Blocks</i> , and <i>You Make the Call</i> .
Global Perspective	The <i>Global Economy</i> feature found throughout the Student Edition uses a map and squibs to show how a concept presented in a chapter relates to the global economy.

Content-Business (continued)	Comments
Mathematical Skills	The <i>Building Academic Skills</i> and <i>Connecting Academics</i> features found in the Chapter Reviews throughout the Student Edition help students apply their business concepts to different academic areas, including mathematics.
Communication	The <i>Business Building Blocks</i> feature found throughout the Student Edition presents important skills that are necessary for success in school and on the job. Communication is the focus of several of these features.
Diversity	Teaching strategies for <i>Integrating Cultural Diversity</i> are presented on TWE page TM74.

Content-Business (continued)	Comments
Ethical Practices	Teaching strategies for <i>Integrating Ethics</i> are presented on TWE page TM80. The <i>You Make the Call</i> feature found throughout the Student Edition includes questions on <i>Making an Ethical Decision</i> .
Academic Integration	The <i>Building Academic Skills</i> and <i>Connecting Academics</i> features found in the Chapter Reviews throughout the Student Edition help students apply their business concepts to different academic areas. The <i>Scope & Sequence</i> found on TWE pages TM58-TM73 provides references to pages that contain in-text content, activities, and assessment. Teaching strategies for <i>Integrating Academics Into Your Business Program</i> are presented on TWE pages TM56-TM87.
Real World Application	The <i>Real-World Application</i> feature found in every chapter of the Student Edition provides a real-world photo essay on a company, a person, or contemporary issue.

Content-Business (continued)	Comments
Content Area Concepts Addressed	The <i>Scope & Sequence</i> found on TWE pages TM58-TM73 aligns <i>Glencoe Introduction to Business</i> with the six major themes and concepts in Business 1.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition provides a brief introduction to the new material that will be covered in the chapter. Each chapter begins with a list of the skills and knowledge students can expect to have mastered once they have completed the chapter. Photographs expand and reinforce the business and economic concepts presented in each chapter.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	Teaching strategies for <i>Integrating Ethics</i> are presented on TWE page TM80. The <i>You Make the Call</i> feature found throughout the Student Edition includes questions on <i>Making an Ethical Decision</i> .
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition provides a brief introduction to the new material that will be covered in the chapter. Each chapter begins with a list of the skills and knowledge students can expect to have mastered once they have completed the chapter. Photographs expand and reinforce the business and economic concepts presented in each chapter.
Develops Business Ideas	In <i>Glencoe Introduction to Business</i> new learning is based on previous knowledge, with each new concept building on a prior experience. Much like an accounting cycle where records are maintained through a sequence of procedures and activities, the instruction in the Student Edition follows an organized flow of concept development.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p>Both the Student Edition and the TWE provide numerous activities and suggestions to help you incorporate and integrate critical thinking skills. The <i>Technology Toolkit</i>, <i>BusinessWeek Analyzing the Feature Story</i>, <i>You Make the Call</i>, <i>Chapter Review</i>, <i>Real-World Applications</i>, and <i>Business Building Blocks</i> features contain information and questions that enable students to practice a variety of critical thinking skills such as problem solving, analyzing, evaluating, decision making, and synthesizing information.</p>

Instruction and Assessment (continued)	Comments
Assesses Student Progress	<p>A large selection of testing and assessment resources is available for <i>Glencoe Introduction to Business</i> to help you measure the progress of your students. At the end of each major heading in a chapter in the Student Edition, you will find a <i>Fast Review</i>, which immediately quizzes students' reading comprehension. The <i>Chapter Review</i> found at the end of each chapter in the Student Edition can be used to assess your students' mastery of business concepts and chapter objectives. The Assessment Binder includes <i>Reproducible Tests</i> and the <i>ExamView® Pro</i> CD-ROM. The <i>Reproducible Tests</i> includes chapter tests, mid-term tests, unit tests, and final exams that you can photocopy and hand out to your students. The <i>ExamView® Pro</i> CD-ROM provides an accurate and exhaustive source of test items for a wide variety of examination styles. It contains more than 1,500 questions, organized around learning objectives and categorized by chapter and unit. Since individual students respond differently to various types of assessments, a chart on TWE pages TM77 is provided to help you determine which strategies will work best for your students.</p>

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Enhances The Learning Environment</p>	<p><i>Glencoe Introduction to Business</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Glencoe Introduction to Business</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Instruction and Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>ExamView®Pro</i> CD-ROM provides an accurate and exhaustive source of test items for a wide variety of examination styles. It contains more than 1,500 questions, organized around learning objectives and categorized by chapter and unit.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	A large selection of testing and assessment resources is available for <i>Glencoe Introduction to Business</i> to help you measure the progress of your students. At the end of each major heading in a chapter in the Student Edition, you will find a <i>Fast Review</i> , which immediately quizzes students’ reading comprehension. The <i>Chapter Review</i> found at the end of each chapter in the Student Edition can be used to assess your students’ mastery of business concepts and chapter objectives. The Assessment Binder includes <i>Reproducible Tests</i> and the <i>ExamView®Pro</i> CD-ROM. The <i>Reproducible Tests</i> includes chapter tests, mid-term tests, unit tests, and final exams that you can photocopy and hand out to your students. The <i>ExamView®Pro</i> CD-ROM provides an accurate and exhaustive source of test items for a wide variety of examination styles. It contains more than 1,500 questions, organized around learning objectives and categorized by chapter and unit. Since individual students respond differently to various types of assessments, a chart on TWE pages TM77 is provided to help you determine which strategies will work best for your students.

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	<p>The <i>Integrated Software Simulations</i> contains simulations that offer activities in Microsoft Works 6.0 for Windows, Microsoft Office 2000 for Windows, and AppleWorks 6 for Macintosh. The <i>Glencoe Business Video Package</i> includes ten videos on various business topics, like global business, forms of ownership, marketing, business etiquette, human resources management, personal finance, and so on. The videos introduce or reinforce the concepts in <i>Glencoe Introduction to Business</i>. The <i>Puzzlemaker CD-ROM</i> helps students review the key words in the book. Teacher and student resources are available at the Glencoe's <i>Teaching Today</i> Web site features daily teaching tips, free downloadable materials, annotated Web resources, educational news, and more. The site contains a wealth of information on topics from high stakes testing to classroom management. <i>Virtual Business</i>[®] CD-ROM is a fully visual marketing and business simulation that introduces students to the principles of marketing by letting them start and run their own businesses. Your students can utilize an exciting set of online tools for <i>Virtual Business</i>[®] at www.knowledgematters.com. Online resources for teachers, students, and parents are available at www.introbus.glencoe.com.</p>

Instruction and Assessment (continued)	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Glencoe Introduction to Business</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality accounting education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Introduction to Business</i></p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Introduction to Business</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Glencoe Introduction to Business</i> is composed of 35 chapters organized into 10 units. Each chapter follows a straightforward format, beginning with <i>Learning Objectives</i>, <i>Why It's Important</i>, and <i>Key Words</i> to help students connect what they learn to the real world of business. Each chapter closes with a <i>Chapter Review</i> which provides a review of important business and economic terms and concepts, as well as a variety of activities.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each chapter begins with a list of the <i>Key Terms</i> presented in the chapter. These key terms are printed in bold-face type highlighted in yellow the first time they are introduced and defined within the text.</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the chapter.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>

Organization and Structure (continued)	Comments
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Glencoe Introduction to Business</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality health education course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Appendix</i> can be found on pages 580-611. The <i>Glossary</i> can be found on pages 612-621. The <i>Index</i> can be found on pages 622-629.</p>

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Glencoe Introduction to Business</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Glencoe Introduction to Business</i> and the Business Principles and Applications, Business and Marketing Career Exploration, Business Management, Business Law, Business Communication, and Entrepreneurship courses is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>Each chapter in the TWE begins with a SCANS correlation chart and a Resource Manager that lists all classroom resources available for the chapter. Reduced student pages are shown on each TWE page, and all corresponding notes, teaching and technology suggestions, activities, resources, and answers are shown in the wrap copy on each page.</p>

<p style="text-align: center;">Resource Materials (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>Glencoe Introduction to Business</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business and economic skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Resource Materials (continued)	Comments
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>In order to help you provide all your students with a positive learning experience, <i>Glencoe Introduction to Business</i> provides a variety of activities. This diversity will stimulate student interest, motivate learning, and facilitate understanding. The TWE also provides Individualized Practice activities. These activities reinforce chapter learning by allowing students to progress at their own pace. The <i>Meeting Special Needs</i> chart on TWE pages TM82-TM83 describes some of the special needs you may encounter with students in your classroom and identifies sources of information. The <i>Eight Ways of Learning</i> chart on TWE pages TM84 and TM85 will help you identify your students' learning styles. The chart gives a description of each type of learner; describes the likes of each type, what each type is good at, and how each learns best and names some famous learners. Once you have identified each student's learning style, you can modify your teaching strategies to best suit his or her needs.</p>

Resource and Materials (continued)	Comments
<p>Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).</p>	<p>Each chapter follows a straightforward format, beginning with a list of objectives titled <i>Learning Objectives</i> and background information in <i>Why It's Important</i>, and <i>Key Words</i> to help students connect what they learn to the real world of business. Common student errors, hints, and advice for lesson implementation can be found throughout the TWE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TWE. A multitude of references are available.</p>

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	The <i>Building Academic Skills</i> and <i>Connecting Academics</i> features found in the Chapter Reviews throughout the Student Edition help students apply their business concepts to different academic areas. The <i>Scope & Sequence</i> found on TWE pages TM58-TM73 provides references to pages that contain in-text content, activities, and assessment. Teaching strategies for <i>Integrating Academics Into Your Business Program</i> are presented on TWE pages TM56-TM87.
Integration opportunities suggested and examples given.	The <i>Building Academic Skills</i> and <i>Connecting Academics</i> features found in the Chapter Reviews throughout the Student Edition help students apply their business concepts to different academic areas. The <i>Scope & Sequence</i> found on TWE pages TM58-TM73 provides references to pages that contain in-text content, activities, and assessment. Teaching strategies for <i>Integrating Academics Into Your Business Program</i> are presented on TWE pages TM56-TM87.
Teacher resources are available online.	Teacher resources are available at www.knowledgematters.com .
Online resources available – Repeat of information in text.	Teacher resources are available at www.knowledgematters.com .
Online resources available – Practice skills only.	Teacher resources are available at www.knowledgematters.com .

Resources and Materials (continued)	Comments
Online resources available – New application materials.	Teacher resources are available at www.knowledgematters.com .



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