

# ***BUSINESS MANAGEMENT CURRICULUM FRAMEWORK***



This document was prepared by:

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**VISION**

*All Nevadans ready for success in the 21st century*

**MISSION**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada’s public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
BUSINESS MANAGEMENT**

**PROGRAM INFORMATION**

**Program Title: Business Management**  
**State Skill Standards: Business Management**  
**Standards Reference Code: BMGMT**  
**Career Cluster: Business Management and Administration**  
**Career Pathway: General Management**  
**Program Length: 3 Levels (L1, L2, L3c)**  
**Program Assessments: Business Management**  
**Workplace Readiness Skills**  
**CTSO: FBLA or DECA**  
**Grade Level: 9-12**  
**Industry Certifications: See Nevada’s Approved Certification Listing**

**PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Business Management industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Business Management
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

**CAREER CLUSTERS**

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

**BUSINESS MANAGEMENT****Core Course Sequence**

<b>COURSE NAME</b>	<b>LEVEL</b>
Principles of Business and Marketing	L1
Business Management I	L2
Business Management II	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

**BUSINESS MANAGEMENT****Core Course Sequence with Complementary Courses**

<b>COURSE NAME</b>	<b>LEVEL</b>
Principles of Business and Marketing	L1
Business Management I	L2
Business Management II	L3C
Business Management Advanced Studies*	AS

\*Complementary Courses

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

**END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

**CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) completion of a CTE course of study in a program area, 2) completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:****COURSE TITLE: Principles of Business and Marketing****ABBR. NAME: PRIN BUS MKTG****CREDITS: 1****LEVEL: L1****CIP CODE: 52.0101****PREREQUISITE: NONE****CTSO: FBLA or DECA****COURSE DESCRIPTION:**

This course is an entry-level course in the Business Management, Entrepreneurship, and Marketing programs that develops student understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental business and marketing activities, factors affecting business, develop verbal and written communications skill, and participate in career exploration and planning.

**TECHNICAL STANDARDS:****CONTENT STANDARD 1.0 : UNDERSTAND ECONOMIC CONCEPTS**

Performance Standard 1.1 : Explain the Nature of Business and Its Contribution to Society

*Performance Indicators :* 1.1.1-1.1.5

Performance Standard 1.2 : Examine Economic Systems

*Performance Indicators :* 1.2.1-1.2.6

Performance Standard 1.3 : Examine Economic Indicators and Trends

*Performance Indicators :* 1.3.1-1.3.7**CONTENT STANDARD 2.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**

Performance Standard 2.1 : Explain Sources of Law for Legal and Ethical Decision Making

*Performance Indicators :* 2.1.1-2.1.3

Performance Standard 2.2 : Describe Contractual Relationships

*Performance Indicators :* 2.2.1-2.2.2**CONTENT STANDARD 3.0 : UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS**

Performance Standard 3.1 : Explain the Nature of Customer Relations Management

*Performance Indicators :* 3.1.1-3.1.3**CONTENT STANDARD 4.0 : DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS**

Performance Standard 4.1 : Apply Written and Verbal Communications to Convey Business Concepts

*Performance Indicators :* 4.1.1-4.1.4**CONTENT STANDARD 5.0 : UNDERSTAND ENTREPRENEURSHIP**

Performance Standard 5.1 : Describe Traits and Characteristics of an Entrepreneur

*Performance Indicators :* 5.1.1-5.1.3

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Performance Standard 5.2 : Explain the Elements of a Business Plan

*Performance Indicators* : 5.2.1-5.2.4

Performance Standard 5.3 : Employ Strategies to Generate Ideas for Business Ventures

*Performance Indicators* : 5.3.1

**CONTENT STANDARD 6.0 : UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS**

Performance Standard 6.1 : Explain Principles of Money and Financial Exchange

*Performance Indicators* : 6.1.1-6.1.3

Performance Standard 6.2 : Examine Concepts of Accounting and Business Finance

*Performance Indicators* : 6.2.1-6.2.5

**CONTENT STANDARD 7.0 : UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES**

Performance Standard 7.1 : Explain the Role of Human Resources in Business Operations

*Performance Indicators* : 7.1.1-7.1.3

Performance Standard 7.2 : Describe the Hiring/Firing Process

*Performance Indicators* : 7.2.1

**CONTENT STANDARD 8.0 : UNDERSTAND THE ROLE AND FUNCTION OF MARKETING**

Performance Standard 8.1 : Explain the Role of Marketing in a Global Economy

*Performance Indicators* : 8.1.1-8.1.2

Performance Standard 8.2 : Demonstrate Comprehension of Marketing Information Management

*Performance Indicators* : 8.2.1-8.2.3

Performance Standard 8.3 : Describe a Company's Unique Selling Proposition

*Performance Indicators* : 8.3.1-8.3.3

**CONTENT STANDARD 9.0 : UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT**

Performance Standard 9.1 : Explain Management's Contribution to Business Success

*Performance Indicators* : 9.1.1-9.1.2

Performance Standard 9.2 : Describe the Role of Quality Management

*Performance Indicators* : 9.2.1

Performance Standard 9.3 : Explain the Importance of Information Management

*Performance Indicators* : 9.3.1-9.3.3

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:**

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening  
Reading Standards for Information Text  
Language Standards

**Mathematics:** Mathematical Practices

\* Refer to the Business Management Standards for alignment by performance indicator.

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:**

**COURSE TITLE:** Business Management I  
**ABBR. NAME:** BUS MGMT I  
**CREDITS:** 1  
**LEVEL:** L2  
**CIP CODE:** 52.0201  
**PREREQUISITE:** Principles of Business and Marketing  
**CTSO:** FBLA or DECA

**COURSE DESCRIPTION:**

This course is a continuation of the Business Management program. The course addresses several types of management, including customer relationship management, human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Economics, finance, operations, and professional development are also emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**TECHNICAL STANDARDS:****CONTENT STANDARD 1.0 : UNDERSTAND ECONOMIC CONCEPTS**

Performance Standard 1.1 : Explain the Nature of Business and Its Contribution to Society

*Performance Indicators :* 1.1.6

Performance Standard 1.3 : Examine Economic Indicators and Trends

*Performance Indicators :* 1.3.8

**CONTENT STANDARD 2.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**

Performance Standard 2.1 : Explain Sources of Law for Legal and Ethical Decision Making

*Performance Indicators :* 2.1.4-2.1.5

Performance Standard 2.2 : Describe Contractual Relationships

*Performance Indicators :* 2.2.3-2.2.5

Performance Standard 2.3 : Explain the Role of Employment Law as It Relates to the National and International Marketplace

*Performance Indicators :* 2.3.1-2.3.6

**CONTENT STANDARD 3.0 : UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS**

Performance Standard 3.1 : Explain the Nature of Customer Relations Management

*Performance Indicators :* 3.1.4-3.1.5

Performance Standard 3.2 : Reinforce a Company's Image to Exhibit Brand Promise

*Performance Indicators :* 3.2.1

**CONTENT STANDARD 4.0 : DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS**

Performance Standard 4.1 : Apply Written and Verbal Communications to Convey Business Concepts

*Performance Indicators :* 4.1.1-4.1.4

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**CONTENT STANDARD 5.0 : UNDERSTAND ENTREPRENEURSHIP**

Performance Standard 5.1 : Describe Traits and Characteristics of an Entrepreneur

*Performance Indicators :* 5.1.4

**CONTENT STANDARD 6.0 : UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS**

Performance Standard 6.1 : Explain Principles of Money and Financial Exchange

*Performance Indicators :* 6.1.4-6.1.5

Performance Standard 6.2 : Examine Concepts of Accounting and Business Finance

*Performance Indicators :* 6.2.6-6.2.10

Performance Standard 6.3 : Identify Potential Business Threats and Opportunities

*Performance Indicators :* 6.3.1-6.3.6

Performance Standard 6.4 : Manage Purchasing to Maximize Quality and Cost

*Performance Indicators :* 6.4.1-6.4.4

**CONTENT STANDARD 7.0 : UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES**

Performance Standard 7.1 : Explain the Role of Human Resources in Business Operations

*Performance Indicators :* 7.1.4

Performance Standard 7.2 : Describe the Hiring/Firing Process

*Performance Indicators :* 7.2.2-7.2.4

**CONTENT STANDARD 8.0 : UNDERSTAND THE ROLE AND FUNCTION OF MARKETING**

Performance Standard 8.1 : Explain the Role of Marketing in a Global Economy

*Performance Indicators :* 8.1.3

Performance Standard 8.4 : Explain the Concept of Promotion Mix

*Performance Indicators :* 8.4.1-8.4.4

**CONTENT STANDARD 9.0 : UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT**

Performance Standard 9.1 : Explain Management's Contribution to Business Success

*Performance Indicators :* 9.1.3-9.1.8

Performance Standard 9.2 : Describe the Role of Quality Management

*Performance Indicators :* 9.2.2-9.2.6

Performance Standard 9.3 : Explain the Importance of Information Management

*Performance Indicators :* 9.3.4-9.3.6

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators :* 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators :* 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators :* 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening  
Reading Standards for Informational Text  
Language Standards

**Mathematics:** Mathematical Practices

\* Refer to the Business Management Standards for alignment by performance indicator.

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:****COURSE TITLE: Business Management II****ABBR. NAME: BUS MGMT II****CREDITS: 1****LEVEL: L3C****CIP CODE: 52.0201****PREREQUISITE: Business Management I****CTSO: FBLA or DECA****COURSE DESCRIPTION:**

This course is a continuation of the Business Management program and focuses predominantly on financial analysis that supports economic decision-making in business. It includes specialist- and management-level skills such as interpreting financial statements; calculating financial ratios; developing budgets; forecasting sales; and much more. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into business administration and finance programs at the college level.

**TECHNICAL STANDARDS:****CONTENT STANDARD 1.0 : UNDERSTAND ECONOMIC CONCEPTS**

Performance Standard 1.3 : Examine Economic Indicators and Trends

*Performance Indicators* : 1.3.9-1.3.10**CONTENT STANDARD 2.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**

Performance Standard 2.1 : Explain Sources of Law for Legal and Ethical Decision Making

*Performance Indicators* : 2.1.6-2.1.8

Performance Standard 2.2 : Describe Contractual Relationships

*Performance Indicators* : 2.2.3-2.2.5

Performance Standard 2.4 : Describe Regulations for Business Expansion

*Performance Indicators* : 2.4.1-2.4.2

Performance Standard 2.5 : Research Government/Legal Activities that Affect Global Trade

*Performance Indicators* : 2.5.1-2.5.4**CONTENT STANDARD 3.0 : UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS**

Performance Standard 3.2 : Reinforce a Company's Image to Exhibit Brand Promise

*Performance Indicators* : 3.2.2-3.2.3**CONTENT STANDARD 4.0 : DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS**

Performance Standard 4.1 : Apply Written and Verbal Communications to Convey Business Concepts

*Performance Indicators* : 4.1.1-4.1.5**CONTENT STANDARD 5.0 : UNDERSTAND ENTREPRENEURSHIP**

Performance Standard 5.1 : Describe Traits and Characteristics of an Entrepreneur

*Performance Indicators* : 5.1.4

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Performance Standard 5.2 : Explain the Elements of a Business Plan

*Performance Indicators* : 5.2.5-5.2.9

Performance Standard 5.3 : Employ Strategies to Generate Ideas for Business Ventures

*Performance Indicators* : 5.3.2-5.3.3

**CONTENT STANDARD 6.0 : UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS**

Performance Standard 6.2 : Examine Concepts of Accounting and Business Finance

*Performance Indicators* : 6.2.10

Performance Standard 6.4 : Manage Purchasing to Maximize Quality and Cost

*Performance Indicators* : 6.4.5-6.4.6

**CONTENT STANDARD 7.0 : UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES**

Performance Standard 7.1 : Explain the Role of Human Resources in Business Operations

*Performance Indicators* : 7.1.5

Performance Standard 7.3 : Evaluate Practices to Manage and Retain Staff

*Performance Indicators* : 7.3.1-7.3.8

**CONTENT STANDARD 9.0 : UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT**

Performance Standard 9.4 : Describe the Function of Project Management

*Performance Indicators* : 9.4.1-9.4.6

Performance Standard 9.5 : Acquire Information to Guide Business Decision-Making

*Performance Indicators* : 9.5.1-9.5.5

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:**

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
 Writing Standards for Literacy in Science and Technical Subjects  
 Speaking and Listening  
 Reading Standards for Informational Text  
 Language Standards

**Mathematics:** Mathematical Practices

\* Refer to the Business Management Standards for alignment by performance indicator.

**COMPLEMENTARY COURSE(S):****RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

**COURSE INFORMATION:**

**COURSE TITLE:** Business Management Advanced Studies

**ABBR. NAME:** BUS MGMT AS

**CREDITS:** 1

**LEVEL:** AS

**CIP CODE:** 52.0201

**PREREQUISITE:** Business Management II

**CTSO:** FBLA or DECA

**COURSE DESCRIPTION:**

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

**TECHNICAL STANDARDS:**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**SAMPLE TOPICS:**

- Internships
- School-based enterprise
- Teaching assistant
- CTSO Chapter Annual Report