TN Department of Education | College, Career and Technical Education

May 2025

Career Cluster:

Business Management & Administration

Introduction to Business and Marketing

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H26
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Elective Focus-Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Business*, *Marketing*, or *Finance* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the *Business Management, Health Services Administration, Accounting, Banking & Finance, Marketing Management, and Supply Chain Management* programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 031, 032, 033, 034, 035, 036, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as AT&T Later Haters Challenge, FIDM Entrepreneur of Tomorrow, Stock Market Game, and Financial Literacy Project.
- Participate in FBLA competitive events such as Introduction to Financial Math, Spreadsheet Applications, Introduction to Business, Introduction to Business Presentation, Introduction to Business Procedures, Business Ethics, and Business Calculations.

For more ideas and information, visit Tennessee DECA at http://www.decatn.org/ and Tennessee FLBA at https://www.fblatn.org/.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.4 | Guest speakers from business, finance, and marketing to discuss career opportunities and resources for students. Career fair for students to meet local business and industry professionals to learn more about what is required for careers in business, marketing, and finance.**
- **Standard 2.5** | Guest speakers from local businesses and/or job shadowing at local businesses to learn about business ownership.
- **Standard 2.6** | Workplace tour at the Chamber of Commerce, or equivalent, to discuss the community's economic and employment conditions in the students' regions.
- **Standard 2.7** | Guest speakers, for example, advertising and marketing specialists, from local businesses and industries to discuss the range of media available in this field.
- **Standard 3.2** | Virtual exchanges with business and industry professionals to discuss drafting purchase orders, invoices, and sales receipts, and to give feedback on students' work.
- **Standard 3.3** | Technical mentoring through online interactions with multiple business and industry professionals to develop students' mastery of planning and drafting a budget.
- **Standards 4.1-4.4** | Guest speakers from business and industries (marketing positions) to discuss various careers and facilitate connections for students.

- **Standard 4.4** | Career fair to allow students to meet local business and industry professionals, primarily in the field of marketing, to learn more about what is required for careers in this field.
- **Standard 5.1** | Visit a local business or a virtual workplace of a state or national business to learn about the social and ethical components involved in the business plan.

Course Description

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

Course Standards

1. Career Exploration of Business Management, Finance, and Marketing Careers

1.1 Career Exploration: **Explore careers** in each of the Business Management and Administration, Finance, and Marketing pathways. For each of these career clusters, research the job descriptions and typical activities of major professions such as chief executive officer, accountant, real estate agent, advertising specialist, branch manager, wealth management/trust officer, and more. Produce a **career pathways chart** or other graphic detailing the aptitudes and training required for careers of interest. For example, outline the **typical skills and training** required to become a human relations manager, including personal aptitudes, postsecondary credentials, and licensing. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted.

1.2 Job Search: Conduct a job market search for one of the careers selected in the preceding standard by **browsing job postings** and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career based on the following criteria:

a. education/certification requirements,
b. recommended years of experience,
c. salary and benefits, and
d. expected roles and responsibilities outlined in the vacancy announcement.

1.3 Management Skills: Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to **time management, organizational planning, teamwork, and professionalism** necessary for success in the workplace.

1.4 Self-Esteem and Self-Image: Research the **development of self-esteem and self-image** in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem and self-image in a class project or school-based project.

1.5 Communication Skills: Compare and contrast skills for **communicating professionally in business** as well as informally in everyday social interactions. Differentiate between **verbal and nonverbal communication**. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques.

1.6 Career and Technical Student Organization Introduction: Introduce the program's **aligned Career and Technical Student Organizations** (CTSO), DECA or FBLA, through an interactive activity, such as a classroom competition.

2. Business Concepts and Operations

2.1 Functions of Business: **Define the term *business***, and research the four major functions of business: **(1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting**. As part of a short research project and presentation, select a product and trace its development through each of the four functions detailing who is involved at each stage.

2.2 Production: Identify the factors of production (i.e., natural, labor, capital, and entrepreneurial). Drawing on case studies, textbooks, or similar resources, discuss the concept of **opportunity cost** in the context of **business operations**, and explain how businesses make decisions based on **scarcity of resources**. Research emerging technologies (e.g., robotics, artificial intelligence, etc.) and identify the impact on changing production.

2.3 Economic Principles: Summarize the foundational **economic principles** of **supply and demand**. Distinguish between an **economic good** and an **economic service** and draw conclusions about how the **law of supply and demand** influences what goods and services businesses will produce using limited resources. Using a range of goods and services as evidence, write a brief informative text illustrating this relationship and the implications for consumers and the economy at large.

2.4 Business Cycle: Research and describe the **four stages of a business cycle (recession, depression, recovery, and peak)**. Using a graphic organizer, label each stage of the business cycle and plot the generally accepted economic activities occurring at each stage. Identify the **impact of the US Federal Reserve** on each stage of the business cycle.

2.5 Business Ownership: Compare and contrast the **four primary types** of business ownership: **sole proprietorship, partnership, corporation, and Limited Liability Company**. Research a local business in the community and compile a profile detailing the type of ownership, history, and background of founding, and description of products or services offered.

2.6 Economic Overview: Drawing on resources such as the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and local Chambers of Commerce or Development Districts, **investigate the current economic situation** in the country and compare it to the economic situation of the state. Write a report on the findings citing evidence from sources researched. Findings can include the unemployment rate, business growth/decline, occupation growth/decline, population changes, government operating budget, etc. Include an analysis of how economic conditions affect employment and product consumption and draw conclusions about the implications of such conditions on the creation, expansion, and relocation of businesses.

2.7 Impact of Emerging Technology: Draw on a range of print and digital sources to create a timeline or similar narrative detailing the **evolution of business in the U.S**. Annotate the timeline to explain the impact that various **technological innovations** (e.g., the steam engine, sewing machine, assembly line, telephone, automobile, computer, internet, and smartphones) have had on consumer buying behavior over time. Formulate a written argument concerning how emerging technologies continue to transform business and present new challenges and opportunities to business owners.

2.8 Economy Types: Cite the advantages and disadvantages of a **market economy, a command economy, and a mixed economy**. Discuss the **relationships between consumers, businesses, and government** in various economic systems, and analyze differences in the rights and responsibilities of these actors in countries where these distinctive systems exist.

2.9 Global Marketplace: Identify the factors of the Global Marketplace (e.g., **employment, trade, trade policy**, etc.) that impact business. Select one Tennessee industry and identify how that industry is defined by the Global Marketplace.

2.10 Business Plans: Explain the **purpose of a business plan** and list the four major parts typically included (**business description, management plan, marketing plan, and financial plan**). Describe the importance of developing a business plan when seeking out **potential investors or lenders**. In preparation for a future career as an owner or entrepreneur, develop an original business philosophy detailing one's beliefs for how a business should be run.

3. Financial Concepts

3.1 Financial Concepts: Define and furnish examples of foundational financial concepts and terminology, including but not limited to **financial statements, revenue, expenses, assets, liabilities, equity, net worth, profit, and net loss**. Demonstrate **financial literacy and quantitative reasoning** when discussing these concepts in the context of business operations (i.e., when interpreting a business's financial plan). Apply basic numeracy skills to understand financial phenomena such **as interest and savings**.

3.2 Expense Types: Differentiate between **fixed and variable expenses** on a business's balance sheet. Select three of the expenses listed, draw conclusions as to their importance to the business, and **analyze cost-cutting strategies** a company might take to minimize expenses in each of the chosen categories.

3.3 Financial Documents: Prepare a mock **purchase order, invoice, and/or sales receipt**, including shipping and taxes, for a sample product/package. Explain the elements that comprise the financial document and be able to identify any mistakes and miscalculations to assist a mock client.

3.4 Budgeting: **Plan a budget** for an upcoming community service project or career and technical student organization (CTSO) event. Create a comprehensive budget narrative to accompany the budget, including both a **written statement and a summary worksheet** listing all expenses, justifying each cost with evidence for why it is needed to successfully complete the project. **Detail estimated and actual costs** as well as differences in cost in terms of dollars and percentages.

4. Marketing Concepts

4.1 Marketing Functions: Define the term **marketing** and describe the seven functions of marketing: **distribution, financing, marketing information management, pricing, product/service management, promotion, and selling**.

4.2 Marketing Mix: Describe the components of the marketing mix: **price, product, promotion, and place**. Investigate the launch of a new product or service; research how the company employed the marketing mix to aid in the launch; then create a presentation highlighting successes, challenges, and lessons learned. Additionally, critique the company's strategies and suggest alternative ideas for future campaigns following the principles of the marketing mix.

4.3 Advertising: **Define advertising** and list the **types of media** that businesses use to reach potential customers. **Analyze sample advertisements**, describe the purpose of the ads, and evaluate the decision regarding which medium (e.g., TV, radio, social media, billboard, online, magazine, newspaper, or other) was chosen in terms of market reach.

4.4 Market Research: **Define marketing research** and explain the importance of marketing research in **making business decisions**. Conduct a short research project following the basic marketing research process: (1) define the problem to be researched, (2) design a survey instrument, (3) collect and tabulate data, (4) interpret findings, and (5) make recommendations for solving the identified problem. Draw on data generated from the survey to supply evidence for the proposed recommendations; demonstrate the ability to use and

manipulate pivot tables to illustrate different ways of presenting and grouping data. Prepare a chart to be utilized in a mock marketing management meeting, displaying data in a graphic format based on one or more of the tables, and present it as evidence alongside recommendations. **Compile the elements of the marketing research with other artifacts for inclusion in a program portfolio or design notebook to be updated throughout the program of study.**

5. Social Responsibility and Ethics

5.1 Social Responsibility and Ethics: Research the concept of **social responsibility** and **ethics** as important components of business. Develop and share a hypothesis for why businesses must increasingly consider their **impact on society** when making decisions.

5.2 Ethical Artificial Intelligence (AI): **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

6. Data Analysis

6.1 Data Analysis in Business Management and Administration: Research the use of data in **Business Management and Administration** career fields. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:

a. customer/client use of products and services;
b. demographics of end users;
c. community, state, and national statistics, and
d. data that must be reported to another entity.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Business Communications

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H16
Prerequisite(s):	*Introduction to Business & Marketing* (C12H26)
Credit:	1
Grade Level:	10 - 11
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Business, Marketing, or Finance* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the *Business Management* and *Office Management* programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 031, 032, 033, 034, 036, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Communication, Business Plan, Client Service, Future Business Leader, Impromptu Speaking, Spreadsheet Applications, and Word Processing.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | Informational interview with the principal, or other school administrator, to discuss the school's policies on written, oral, and electronic media resources.
- **Standards 1.2-1.4** | Informational interview with human resources professionals on the importance of workplace communication and conflict resolution techniques.
- **Standards 2.1-2.3** | Panel of guest speakers from business and industry to discuss and share real-world examples of the value of digital citizenship for communicating in the workplace.
- **Standard 3.1-3.3** | Workplace tours and job shadowing with business and industry professionals to observe workplace communication processes and procedures.
- **Standards 5.1–5.3** | Student delivered presentations on topics related to the course to a guest panel of business and industry professionals for discussion and feedback.
- **Standards 6.1–6.3** | Virtual exchanges and presentations with business and industry professionals for students to gain experience planning and hosting a series of virtual meetings and/or web conferences.
- **Standards 7.1-7.4** | Informational interviews with business and industry professionals for students to present and receive feedback on electronic portfolios and career searches/interests.

Course Description

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communication, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Course Standards

1. Communication Components

1.1 Policies and Legal Considerations: Demonstrate compliance with the school's **ethics policy** regarding **copyrighted materials, plagiarism**, authenticity, proper **citations, privacy**, and **proper use of technology** resources.

1.2 Components of Communication: Identify, analyze, and critique the basic components of communications, such as the **message, the sender, the receiver, the mode, the noise, and the response**. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening.

1.3 Verbal and Nonverbal Communication: Differentiate between **verbal** and **nonverbal** communication when interacting with peers, subordinates, superiors, and customers. List specific **techniques for effective communication** and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communication techniques.

1.4 Interpersonal Relationships: Practice and implement proven communication techniques to foster **positive interpersonal relationships** in the business atmosphere. Demonstrate how to establish and maintain positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative). Recognize manifestations of tension and employ recommended strategies to resolve the situation in the most favorable ways (e.g., **collaborating, compromising, accommodating**).

2. Digital Citizenship

2.1 Electronic Communication Tools: Create a rubric for evaluating and selecting the **best electronic communication tool** for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric.

2.2 Technology Impacts: Research and analyze **various aspects of good digital citizenship**. In groups, discuss the **effects of technology** on day-to-day and **business communications** and society.

2.3 Messaging Essentials: Compile significant points regarding courtesy and propriety in a digital business and prepare a presentation or web page that includes the topics of **message priority levels, consent to share (**e.g., **property rights), confidential or sensitive information, and message formatting.**

3. Business Writing

3.1 Business Correspondence: Using word processing and spreadsheet programs, **evaluate, create, and revise business correspondence**, e-mail messages, short contracts and reports, electronic forms, and small legal documents for a business in standard, grammatically correct English. Apply accepted business styles, including fonts, margins, layout, color, and formats for dates, times, currencies, and proper names.

3.2 Written Communication: Analyze examples of written digital communications (e.g., e-mails, instant messaging, digital media marketing, etc.). Compare and contrast **writing conventions** required to master this form of communication.

3.3 Website Analysis: Locate a website used by a business to **sell a product or service**. Evaluate the website's **design, content, text, images, layout, and color**. Discern the site's effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and **offer recommended revisions**.

4. Desktop Publishing

4.1 Design Concepts: Use common design concepts such as the use of **white space, color, focal point, headlines**, and **captions** to design a poster, business card, or other business promotional item. Use **editing** and **revision markings** to incorporate desired changes by the author/editor.

4.2 Typography: **Configure and send typographic output** for designing camera-ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations.

4.3 Images: **Manipulate, enhance, and produce** digital photographs, graphics, and other art elements utilizing photographic and/or graphic editing software. Determine appropriate file format, resolution, and ink colors (Pantone, PMS).

4.4 Publication Layout: Set page layout options (e.g., **margins, columns, double-sided, page numbering, footers, headers**, etc.) for business documents (e.g., labels, business cards, and brochures).

4.5 Printing Process: Use **print preview** to examine the attributes of a document before printing. **Convert to a PDF**, select appropriate **printer and printer attributes,** and print a document.

5. Oral Communications

5.1 Prepared Speeches: Draft, edit, and deliver two speeches: (1) **to persuade**, and (2) **to inform**. Incorporate planning and preparation to deliver speeches that are appropriate and structured for the **intended audience**. Include **research**, claims, and counterclaims, deliver with enthusiasm, and demonstrate appropriate **body language**.

5.2 Communication Evaluation: Critique the purpose of various speaking assignments to identify the **design and goal**, such as to **inform, educate, convince, persuade, or lead to action**.

5.3 Problem-Solving Discussions: Promote, organize, and practice **creative problem-solving** using brainstorming, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping.

6. Meetings

6.1 Meeting Documents: Prepare an **invitation** (e.g., document, calendar invite, etc.), **agenda**, **minutes**, outline for educational content, and other related **meeting documents**.

6.2 In-Person Meetings: Use the basic principles of *Robert's Rule of Order* to plan, prepare, and **conduct a short business meeting**, including following up after the meeting. Write an agenda, develop, and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation, and summarizing key takeaways and action items.

6.3 Virtual Meetings: Explore platforms and platform requirements to host virtual meetings and lead a simulated or real virtual meeting that follows a prepared agenda. Use **platform tools** for engagement that could include screen sharing, chat, breakout rooms, recording, and polling. Create minutes or other follow-up content to share with attendees.

6.4 Meeting Engagement: Use effective communication and engagement strategies (i.e., effective meeting facilitation) to encourage **active participation** by all parties connected to the meeting. Explore the differences between **informal educational training** and a formal **business meeting**. Explore engagement techniques for informal training (i.e., interactive slide decks and ice breakers).

7. Communication for Career Preparedness

7.1 Career Portfolio: Prepare an electronic portfolio that includes a **resume, cover letter,** and other items demonstrating career preparation skills.

7.2 Interview Preparation: **Research interview questions** focused on **engaging with the potential employer**. Identify one company and **conduct mock job interviews** to practice asking clear questions and providing **clear job interview responses**.

7.3 Job Search: **Conduct a job search** of positions in one or more career areas of interest using tools such as https://www.jobs4tn.gov and other online employment resources; **complete a job application**; participate in **mock interviews** with partner businesses and/or through participation in a student organization event.

7.4 Impact of Social Media: Address the appropriate **use of and ethics related to social media** in **personal and professional situations** and its impact on career search **processes**, as well as its **impact on the professional reputation** of a person.

8. Data Analysis

8.1 Team Project with Data Analysis: As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to a DECA or FBLA competitive event.

a. **Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
b. **Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
c. **Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
d. **Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
e. **Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Business Management

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12H17
Prerequisite:	*Introduction to Business & Marketing* (C12H26)
Credit:	1
Grade Level(s):	11-12
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Business Management & Administration* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the *Business Management & Administration* program of study.
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Teacher Endorsements	030, 035, 039, 052, 054, 056, 057, 152, 153, 158, 201, 202, 204, 311, 430, 433, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Management, Introduction to Financial Math, Spreadsheet Applications, Introduction to Business, Introduction to Business Presentation, Introduction to Business Procedures, Business Ethics, and Business Calculations.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | Guest speakers from business and industry to discuss management functions and the effects of globalization, technology, diversity, and the environment on these functions.
- **Standard 1.4** | Integrated project with multiple interactions with business and industry professionals, including observations and real-life case studies, to develop an understanding of management skills needed in today's business environment.
- **Standard 1.5** | Guest speakers from business and industry to discuss characteristics of a successful business plan.
- **Standards 3.2** | Virtual exchanges with business and industry professionals to develop students' mastery of developing company mission statements and conduct PEST analyses.
- **Standards 5.1** | Student-run enterprise with partner involvement from business and industry professionals to help students master knowledge of ownership and organizational structure, risk management, and operations.
- **Standard 6.1** | Integrated project with multiple interactions with business and industry professionals for students to develop an employee manual for an existing business.
- **Standards 7.1-7.4** | Technical mentoring with business and industry professionals to develop students' mastery of data interpretation on financial statements and use of financial control tools.
- **Standard 8.1** | Organize a panel of business and industry professionals and have students present recommendations to the panel for discussion and feedback.

Course Description

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the

management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

Course Standards

1. Role of Management

1.1 Definition of Management: Describe the **management process** and examine the **functions of management**: planning, organizing, leading, and controlling. Through a review of case studies or news media, illustrate how concerns for the environment, an increasingly diverse workforce, globalization of the marketplace, and rapidly changing technology have impacted how businesses apply these functions.

1.2 Work Order: Analyzing the **work order components** of industrial psychology – **workplace productivity** and **employee wellbeing** – explore the characteristics of and distinguish between various management theories (e.g., scientific management, Total Quality Management (TQM), Ouchi's Theory Z, Six Sigma, Situational Leadership, etc.). Drawing on information from research, illustrate how economic, political, or cultural decisions influence management theories that have been applied in the business environment. For example, hypothesize how Maslow's Hierarchy of Needs affects theories of management.

1.3 Management Theories: Distinguish between **historical management theories** (i.e., Scientific Management Theory, Human Relations Movement, etc.) and **modern management theories** (i.e., Contingency Theory, Systems Theory, Chaos Theory, etc.) then compare and contrast similarities and differences. Discuss ways in which major historical events and dramatic shifts in societal processes and procedures have informed the evolution of management theories. Identify factors and variables that have influenced changes, progressions, and/or modifications to theories of management.

1.4 Management Skills: Research the **management skills** needed in today's business environment (e.g., goal setting, decision making, communications, delegation, technical skills, motivational and leadership skills). Synthesize research to produce a profile of a strong candidate for a business manager, citing specific evidence.

1.5 Business Plan Comparison: Select a historical and a modern theory of management and **develop a business plan** for a proposed organization using each identified approach. Include a clear comparison of the two business plans with differences clearly defining and explaining the variables contributing to these variations.

2. Planning and Strategic Management

2.1 Business Plan Elements: Analyze the elements of sample business plans or business plan templates found in informational text, identifying and describing the purpose of common elements. Discriminate between elements that **govern culture** (e.g., vision, mission, core priorities, and social responsibility) and those that may **govern operational goals** (e.g., market share, profitability, and product development).

2.2 Public Document Research: Investigate and choose an existing business to research, individually or in teams, throughout the duration of the course. Describe the business' current target market, primary products or services offered, unique characteristics, current market position, and customer volume by **summarizing available public documents** about the business.

2.3 Business Plan Creation: **Design, write, modify, and evaluate** a business plan for the identified **existing business**. The business plan should include, but may not be limited to, detailed descriptions of products and/or services offered, risk analysis, short- and long-term profits, marketing plan, the investment needed to start and maintain the business, plans to obtain working capital, legal licenses, and vendor contracts.

2.4 SWOT Analysis: Study benchmark indicators included in a SWOT (strength, weaknesses, opportunities, and threats) analysis and **conduct a SWOT analysis** of the selected business using data and evidence collected from personal interviews, observations, print articles, and internet searches. Citing specific data and evidence, make a claim about the business's most significant weakness(es), or area(s) of opportunity, to address throughout the duration of the course.

3. Business Process Considerations

3.1 Mission Statements: Define how a **mission statement enhances company culture and operations**. Create new or recommend updates to an existing mission statement for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.

3.2 PEST Analysis: Conduct a PEST analysis (**political issues**, **economic factors**, **socio-cultural factors**, **technology**) of the selected business, including available geographic, demographic, and economic data gathered from multiple authoritative sources. Based on the analysis, predict necessary factors that need to be considered to accurately address the businesses' most significant weakness(es) or area(s) of opportunity.

4. Marketing Considerations

4.1 Business Competitors: Identify up to five businesses that could be considered **competitors** of the selected business. Gather and summarize information about the competition. Information may include a variety of **products** available, such as **location**, **prices**, **services**, and other unique characteristics.

4.2 Target Market: Make a claim about the current target market of the selected business, developing and supporting the claim and counterclaim(s) with data and evidence provided by the business and from research on potential competitors. Develop a detailed **customer profile** to summarize characteristics, including the Buying Power Index (**BPI**), for the target market.

4.3 Pricing Considerations: Using previous research on the selected business and its competitors, describe **typical prices** in the industry for similar products or services, noting how the prices of the selected business compare to others. Summarize how businesses make and **review pricing decisions** based on four key market factors: **cost and expenses, supply and demand, consumer perception, and competition**. Analyze each factor for the selected business and summarize how each relates to typical organizational goals of earning a profit, gaining market share, and being competitive, noting where there are chances to address weakness(es) or capitalize on the area(s) of opportunity identified.

5. Organizational Considerations

5.1 Business Ownership: Describe the advantages and disadvantages of the basic forms of **business ownership** (e.g., sole proprietorship, partnership, and corporation) and identify variations of basic forms of business ownership (e.g., franchise, limited partnership, cooperative, limited liability company, and S corporation). Determine which **ownership structure** is employed by the selected business and hypothesize why it was selected. Review copies of available partnership agreements, articles of incorporation, or franchise contracts, noting characteristics important for the successful operation of a given business.

5.2 Operations Plan: Document the existing operations plan of the selected business, describing **location, hours of operation, customer accessibility, equipment, storage, inventory needs, and current supply chain** elements. Reviewing the most significant weakness(es), or largest area(s) of opportunity for the selected business, make recommendations about changes to the current plan to improve business operations.

5.3 Organizational Structure: Diagram and describe the **organizational structure** of the business by creating an organizational **chart of existing positions** and/or departments in the business, paying close attention to documentation of **job descriptions** (including reporting structures), accurate number of employees, and any outsourced labor.

5.4 Risk Management: **Identify applicable risks** to the selected business (e.g., fire or flood damage or significant theft of inventory) and research available options for **risk management**, such as insurance. Make a claim about appropriate **risk management strategies** to employ to address the businesses' weakness(es) or area(s) of opportunity identified, justifying the claim with data and evidence from research.

5.5 Operations Government: Identify and list appropriate **national, state, and local** bodies **governing the operations** of the selected business. Review documentation to summarize federal, state, and local **regulations and laws** (e.g., environmental regulations, zoning or licensing requirements, and legal stipulations) that are necessary for the continued operations of the selected business.

5.6 Contracting: Analyze the essential parts of a contract by **reviewing sample contracts** and researching the **Uniform Commercial Code** for basic commercial law. Request a copy of a contract in use at the selected business and review it to recommend potential areas for refinement or improvement.

6. Human Relations Considerations

6.1 Employee Manual: Create a new, or recommend updates to an existing, employee manual for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the **human resource policies** and **employee expectations** of the company. Include the following:

a. procedures for employee hiring and release;
b. orientation of new employees;
c. performance assessments;
d. handling grievances;
e. compensation packages; and
f. code of conduct and business ethics.

6.2 Labor and Management Legal Considerations: Describe **legal strategies** used by labor and management (e.g., strikes, boycotts, layoffs, and lockouts) and **illegal strategies** used by labor and management (e.g., wildcat strikes, secondary boycotts, and preventing workers from forming unions). Conduct current event research, highlighting recent activities involving labor and management disputes, drawing conclusions about the **potential impacts** of a labor and management strategy on the selected business, if any.

6.3 Workspaces: Research non-traditional workspaces and alternative work solutions. Compare and contrast **traditional and non-traditional workspaces** as related to financial considerations, employee engagement, and management styles.

7. Financial Considerations

7.1 Financial Statements: Interpret the data shown on financial statements (e.g., **income statement, balance sheet, cash flow statement, and statement of net worth**) of the selected business. Benchmark the business' financial position against others in the industry, by reviewing available public filing documents such as **financial statements, annual reports,** and **statements to shareholders** of national firms.

7.2 Finance Control Tools: Evaluate various financial control tools such as **budgets, audits, and financial ratios**. Construct a **TQM operations** cost-controlling matrix that includes costs, inventory tracking levels, and turnover rates of the selected business. Identify potential areas of improvement, especially as they relate to the identified weakness(es) and area(s) of opportunities.

7.3 Financial Needs: Assess the **short-term and long-term financial needs** of the selected business, attending to details about the current ownership structure. Evaluate the advantages and disadvantages of additional funding through **equity capital** versus **debt capital**, noting where the potential influx of funding may impact the current ownership structure.

7.4 International Trade: Analyze the importance of international trade as it relates to small businesses and corporations. Research reasons a company might choose to enter a foreign market, examine **cross-cultural communication marketing challenges**, the **laws and import regulations** that govern international trade, and prepare a presentation on how the business could succeed in an international environment.

8. Final Project

8.1 Business Recommendations: As would a management consultant, **compile a set of recommendations** for the selected business **based on the research** completed to address one or more of the following: streamlining operations, increasing profitability and competitiveness, meeting long-term funding needs, or addressing employee concerns to ultimately attend to the weakness(es) and/or area(s) of opportunity identified. Plan, revise, edit, and rewrite recommendations throughout the course to ensure focus on what is most significant for a given audience.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Business & Entrepreneurship Practicum

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code):	C12H35
Prerequisite(s):	Two credits in a *Business* or *Marketing* program of study.
Credit:	1
Grade Level(s):	11-12
Elective Fcous-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Business* or *Marketing* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the *Business Management, Health Services Administration,* and *Entrepreneurship* programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

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- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, Entrepreneurship Promotion Project, Franchise Business Plan, Innovation Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Etiquette, Business Ethics, Business Law, Business Math and Financial Literacy, Business Plan, Client Service, E-business, Future Business Leader, International Business, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee DECA at http://www.decatn.org/ and Tennessee FLBA at https://www.fblatn.org/.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1 | Integrated project with multiple interactions with a business of the student's choice in which the student develops a series of artifacts about the business, including, for example, information on its mission, profit model, and marketing/branding strategy.**
- **Standard 2.1–2.3** | On-the-job training for students to develop mastery of course standards, including interview preparation, practice, and feedback.
- **Standard 3.1** | Integrated project with multiple interactions with business and industry professionals to develop a marketing research project that focuses on evaluating original business ideas.
- **Standard 4.1** | Technical mentoring through online interactions with business and industry professionals to assist students in developing and launching their new business ventures.
- **Standards 6.1–7.1** | On-the-job training for students to develop mastery of course standards by putting together a portfolio and presentation that reflects the culmination of skills and knowledge attained throughout the course.

Course Description

Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus or virtual arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their studies at the postsecondary level.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (e.g., internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework, (established in the Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personal Learning Plan

1.1 Personal Plan: Develop a Personalized Learning Plan that identifies the student's **long-term goals**, demonstrates how the work-based learning (WBL) experience aligns with their elective focus and/or high school **plan of study**, addresses how the student plans to meet and demonstrate the course standards, and addresses **employability skill attainment** in the following areas:

a. application of academic and technical knowledge and skills (embedded in course standards);
b. career knowledge and navigation skills;
c. 21st-century learning and innovation skills; and
d. personal and social skills.

2. Launching a Career in Business

2.1 Business Research: Research a small business or business venture in an industry/market/location of choice, including but not limited to the local region. **Produce** an in-depth profile, case study, or similar **analysis** of the chosen company. Companies could range from local businesses to web startups to expansions of existing businesses into new products or markets. **Cite specific textual evidence** from the company's literature, conduct interviews, and/or analyze press coverage, if available, to summarize the following:

a. the mission and history of the organization,
b. headquarters and organizational structure,
c. products or services provided,
d. marketing/branding strategy,
e. human resource development,

f. profit model, and
g. website and contact information.

2.2 Application and Interview: Complete an authentic **job application** as part of a career search or work-based learning experience. Participate in a **mock interview**. Prior to the interview, update a personal resume, research tips on dress and grooming, most asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

2.3 Current Business Climate: Investigate the current climate for entrepreneurship and business acquisition in the U.S. and abroad. Synthesizing the most recent information on **interest rates, consumer spending, market competition, regulation, investment activit**y, and other economic data, identify the potential constraints and opportunities for starting a business in a selected market of interest. Draw conclusions based on the research and compile them into a memo, executive summary, or mock proposal highlighting where to compete, how much to invest, and which consumers to target.

3. Market Research

3.1 Market Research: Independently or in teams, conduct a market research project to determine the **viability of an original business** idea or the recommendations to **improve the marketing activities of an existing business**. Demonstrate the ability to design simple surveys, retrieve secondary data from print and online sources, tabulate results, write analyses, and make decisions based on evidence. If possible, consult or collaborate with local area professionals to determine the viability of original business ideas. Compile findings and future directions in a professional print or online document.

4. Business Proposal

4.1 Business Plan: Building on standards from *Entrepreneurship* and *Business Management*, individually or in teams, **develop a new or modify an existing business plan** for the proposed startup/business venture. Include at minimum the following components:
a. executive summary;
b. business description;
c. plan of operations, including human capital considerations;
d. industry analysis;
e. competitor analysis;
f. marketing plan;
g. financial plan; and
h. any relevant appendices, cover sheets, letters of support, or references.

4.2 Mentors: In preparation for the launch of the new business/venture, **identify potential mentors and sources of support in the community** (both financial and in-kind services), such as clients, customers, funders, grant-making entities, or community organizations. Practice pitching the business idea to mentors and various audiences. Seek feedback and recommendations on presentation and proposal details. **Analyze the feedback** and recommendations to justify any changes to the business plan, citing evidence from the initial presentation. Upon revision, **revise the business plan**, documenting all changes made.

4.3 Presenting Research: Based on the research and revisions conducted in the previous standard, develop and **deliver a formal presentation** as part of a bid for startup capital, investors, or public backing. The presentation could be delivered in a variety of formats depending on capacity and constraints (for example, as an in-person pitch before an audience of potential funders; or as a video recording uploaded to a website such as Kickstarter). Self-reflect on initial success based on feedback from the audience or pledges of support, depending on the approach. Include a **preliminary break-even/profit-loss analysis** for the first year of the startup's operations or a business acquisition. Determine the long-term financial goals of the company and make projections for 1, 5, and 10 years ahead. Drawing on knowledge and skills learned in previous courses, design metrics for tracking financial goals and develop an internal reporting system for monitoring progress.

5. Professional Ethics and Legal Responsibilities

5.1 Ethical and Legal Issues: Reflect on **potential ethical and legal challenges** associated with the proposed business idea. Examine a variety of perspectives surrounding the issue(s); then **develop an original analysis explaining the impact of the issue** on those involved, using persuasive language and citing evidence from the research. Other potential issues include copyright infringement, customer privacy and data usage concerns, and the safety of employees and consumers.

6. Portfolio

6.1 Portfolio: Create a portfolio, or similar collection of work, that **illustrates mastery of skills** and knowledge outlined in the previous courses and applied in the practicum. The portfolio should **reflect a thoughtful assessment and evaluation** of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:

a. career and professional development plan;
b. resume;
c. list of responsibilities undertaken through the course;
d. examples of business plans and supporting materials developed and used during the course;
e. sources of support, including mentors, financial, in-kind, and other;
f. description of the technology used, with examples if appropriate;
g. periodic journal entries reflecting on tasks and activities; and
h. feedback from the instructor and/or supervisor based on observations.

7. Communication of Project Results

7.1 Communication of Results: Upon completion of the practicum, develop a technology-enhanced presentation showcasing **highlights, challenges, and lessons learned** from the experience. The presentation should be delivered orally but supported by relevant graphic illustrations, such as sample survey results, excerpts from the business plan, or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the business plan and/or presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

TN Department of Education | College, Career and Technical Education

May 2025

Health Information Technology

Primary Career Cluster:	Business Management and Technology
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12H34
Prerequisite(s):	*Introduction to Business & Marketing* (C12H26) or *Health Science Education* (C14H14)
Credit:	1
Grade Level(s):	11-12
Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Health Science* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the second course in the *Health Sciences Administration* program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 031, 032, 034, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 432, 433, 434, 435, 436, 471, 472, 474, 475, 476, 577, 720, 721, 722, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference and HOSA Leadership Camp to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in HOSA career competitive events that highlight career development, including Health Career Display, interviewing skills, job-seeking skills, and prepared speaking.
- Participate in HOSA competitive events that highlight leadership development, such as Outstanding HOSA Leader, Research Poster, Extemporaneous Writing, Organizational Leadership, and Researched Persuasive Writing and Speaking.
- Participate in HOSA competitive events such as Medical Terminology, Medical Spelling, Health Education, Healthcare Issues Exam, and HOSA Bowl.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.2** | Workplace tours and job shadowing with healthcare information professionals for students to learn more about job opportunities and required skills and knowledge. Career fairs with local businesses for students to meet local business and industry professionals and learn more about the field.
- **Standard 1.3** | Guest speakers from the healthcare industry to discuss job opportunities, required skills and knowledge, and current issues in the healthcare information field.
- **Standards 2.2–2.6** | Workplace tours and job shadowing with local healthcare businesses and professionals for students to learn more about medical records, including clinical information data points, filing systems, types of record analysis, correct medical terminology, etc.
- **Standards 4.2–4.5** | Panel of guest speakers to discuss state and federal healthcare facilities and the use of types of health databases available.
- **Standard 5.1** | Virtual exchanges with partners in the healthcare information technology industry to develop students' mastery of the various healthcare registries available.
- **Standards 5.2-5.4** | Guest speakers from the healthcare information industry to discuss different methods of data security, privacy practices, identity theft and fraud, and federal and state legislation affecting health information management.
- **Standard 5.5** | Workplace tours and job shadowing of local healthcare facilities and businesses to help illustrate the use of emerging health information technologies and practices for students.
- **Standard 6.2** | Job shadowing with healthcare professionals to help illustrate to students the different sources of reimbursement in healthcare services and how they relate to various payment systems.
- **Standards 6.3-6.6** | Workplace tours and job shadowing with healthcare information professionals to develop students' familiarity with key elements of medical coding and reimbursement, including medical nomenclatures and classification systems, types of data sets, terminology, etc.

Course Description

Health Information Technology is a third-level applied course in the *Health Informatics* program of study intended to prepare students with an understanding of the changing world of health care information. With the inclusion of electronic medical records, electronic billing, and electronic prescriptions, students in all healthcare professions must

increasingly demonstrate competency in health information and health informatics. Upon completion of this course, proficient students will be able to differentiate among the types of health information/informatics, code and manage medical records, retrieve crucial data from health information systems and indexes, and understand the implications for careers in a range of health care fields.

Course Standards

1. Careers

1.1 Informatics: Define the broad **field of informatics** and discuss its increasing importance in healthcare. Compare and contrast the types of healthcare informatics, such as medical, clinical, biomedical, nursing, public health, and information science. Identify the impact each of these areas of informatics has had on its corresponding sector of healthcare.

1.2 Careers in Healthcare Informatics: Research **careers within the healthcare informatics, health information management, and health information technology fields**, and document **educational requirements** as well as **state and national guidelines** governing practicing professionals, such as licensing, certifications, training, and compliance. Using real-time and projected labor market data, identify local and national employment opportunities and determine areas of growth. Complete a job application, resume, and cover letter for one of the jobs located in the search.

1.3 Ethics in Health Informatics: **Analyze an ethical issue** related to health informatics, such as ownership of and access to data, or the debate around respecting the privacy of individuals versus promoting the public good in the disclosure of health threats like HIV/AIDS and avian flu. Relate the findings of the research to the **International Medical Informatics Association and American Health Information Management Association (AHIMA) Code of Ethics for health information professionals**.

1.4 Career and Technical Student Organization Introduction: Introduce the program's aligned **Career and Technical Student Organization** (CTSO), HOSA, through an interactive activity, such as the Health Informatics classroom competition.

2. Medical Records

2.1 Patient Health Record: Summarize the **purposes and functions of the patient health record**. Identify the purpose of each of the following components:

a. history and physical,
b. discharge summary,
c. progress notes and orders,
d. nursing notes,
e. Operative reports,
f. preoperative and postoperative anesthesia notes,
g. pathology reports,
h. consultation reports,
i. medication administration records,
j. consent forms,
k. ancillary reports (X-ray, lab, therapy reports), and
l. advance directives (Do Not Resuscitate, living will, power of attorney, specialty records such as in OB, ER, and nursery).

2.2 Alternative Care Settings: Compose a list of **clinical health information data points** for alternative care settings, including but not limited to **ambulatory care, behavioral health, stand-alone clinical laboratory, home care, long-term care, stand-alone surgical center, and walk-in/urgent care clinics**. For example, list all the typical diagnostic information collected as part of a routine physical. For each setting examined, explain why certain data points are of more interest or importance to the healthcare provider in that particular setting.

2.3 Medical Record Guidelines: Explain the guidelines surrounding **medical record storage**, **control, and retention** as prescribed by local, state, and federal regulations.

2.4 Filing Systems: Compare and contrast **numbering and filing systems** used in health information departments. Differentiate among and be able to retrieve files using the following **health record numbering systems: enterprise-wide numbering, unit numbering, serial numbering, and serial-unit numbering**.

2.5 Record Analysis: Compare and contrast **qualitative and quantitative record analysis**, then practice the skill of **assembling a patient health record**. Apply alphabetical, numerical, and terminal digit filing methods to patient records. Analyze the record for completeness and accuracy.

2.6 Patient Record Entries: Using correct **medical terminology** and **authentication of patient record entries,** compare and contrast the standards from external agencies, such as **the Joint Commission and AHIMA**, and facility policies regarding provider documentation responsibilities. Refer to the **American Society for Testing and Materials** (ASTM) publication ASTM E2369-12 Standard Specification for Continuity of Care Record.

3. Electronic Health Records

3.1 Electronic Health Records: Define **Electronic Health Record (EHR)** and briefly explain its emergence and evolution. Compare the advantages and disadvantages of **manual versus automated record systems**. Identify barriers and challenges associated with the large-scale move to EHR in healthcare institutions.

3.2 Policy and Law Impact on EHR: Research how the **Affordable Care Act** and the **American Recovery Reinvestment Act,** Public Law 111-5, have impacted the evolution and integration of E**lectronic Health Records**. Citing specific textual evidence from the laws, together with professional and scholarly commentary, debate whether these changes will benefit consumers and healthcare providers and analyze the short-term and long-term consequences.

4. Health Information Systems

4.1 Indexes: Identify the **multiple indexes** maintained by healthcare facilities and state and federal agencies and create a brief profile of each based on evidence drawn from case studies. Record in the profile the **content, significance, purpose, development, and maintenance of indexes,** such as the master patient index, disease index, and operation index.

4.2 Health Databases: Investigate **the major parameters most frequently reported** in health databases, including descriptive **healthcare statistics and hospital-based statistics**. Review a case scenario involving health care statistics and summarize the statistical information into a bar graph, pie chart, scatterplot, or other graphical representation. Identify the characteristics, units, and standards of each parameter, including applicable medical terminology.

4.3 Registries and Registers: Differentiate between the terms **registries** and **registers** and detail the characteristics of each. Review data from the **National Center for Health Statistics** (NCHS) to develop a vital statistics depiction of a community. Record items such as births per thousand, deaths, fetal death, marriages, divorces, and maternal health information in an electronic spreadsheet or chart.

4.4 Registries in the US: Develop a digital or paper presentation to illustrate the **purpose, content, and use of registries** in the United States, such as the following:

a. Tumor Registry,
b. Birth Registry,
c. Trauma Registry,
d. Brain Injury Registry,
e. Implant Registry,
f. Immunization Registry, and
g. Diabetes Registry.

5. Legal Ramifications of Health Information

5.1 HIPPA: Summarize the **Health Insurance Portability and Accountability Act (HIPAA)** and applicable state laws to explain methods of ensuring **data security and confidentiality** by controlling access and release of information. Develop a policy and procedure explaining the process for providing **access to health records** for a variety of third parties, including but not limited to state licensing boards, court systems (i.e., in the event a subpoena is issued), insurance companies, law enforcement, government agencies, employers, and other health care providers.

5.2 Privacy: Explain in a written, oral, or digital format the differences in **privacy of individually identifiable health information, protected health information (PHI), and security rules**. Review case studies to identify violations, preventive measures, and penalties that might be levied for violations.

5.3 Legislation and Health Information Management: Research major **federal and state legislation** that has impacted **health information management**. Identify the law or regulation, the year it was instated, the sponsor(s) of the legislation, a description of its content, any justification provided for its passage, and a case that has used the legislation in the defense of the patient/client's behalf.

5.4 Emerging Technologies: Identify emerging technologies and practices related to health information, such as the use of **mobile technologies, consumer outline to health records, and evidence-based practices**. Argue the ethical and legal complications associated with these practices.

5.5 Information Theft and Fraud: Investigate **identify theft and fraud** associated with electronic health information. Develop a Public Service Announcement for the elderly or other vulnerable populations to alert them to the problems and explain how to prevent fraud or theft of their health care information.

6. Coding and Reimbursement

6.1 Health Care Services: Design a comprehensive teaching brochure for a new patient that explains the **multiple sources of reimbursement in healthcare services** and how medical records can affect the **reimbursement rate**. Report on areas such as capitation, Medicare, TennCare, prospective payment systems, Relative Value Resource Based systems (RVRB), case mix, MS-DRGs, healthcare insurance, and accountable care organizations.

6.2 Nomenclature and Classifications: Differentiate between **medical nomenclatures and classification systems** used for reporting to third-party payers for reimbursement, for data collection, and for education and research. Identify the components of the **coding systems**, including but not limited to DSM, CPT, ICIDH, HCPCS Level II, CDT, NDC, ICD-9-CM, and ICD-10-CM.

6.3 Payment Systems: The Centers for Medicare and Medicaid Services (CMS) developed the **prospective payment System (PPS),** payment systems, fee schedules, and exclusions. Explain the payment systems of third-party payers as related to the types of forms they use. Develop a written or visual presentation explaining the differences among the payment systems.

6.4 Data Sets: Compare and contrast the following types of **data sets related to medical coding** and/or reimbursement: OASIS, HEDIS, UHDDS, DEEDS, and MDS 3.0. Explain in an informational text, the development of purpose, advantages, challenges, and health care setting in which each might be used.

6.5 Coding Basics: Practice the introductory skills related to **coding for diagnosis** using the ICD-9 or ICD-10 coding system and CPT coding system for procedures.

6.6 Billing and Coding Fraud: Define the terms related to billing and coding fraud and abuse. Evaluate multiple scenarios to **identify fraud and/or abuse** and explain how they can be avoided. Cite specific regulations and/or laws from the **Fair Debt Collection Act, HIPAA, and the Privacy Act** in the explanation.

7. Data Analysis

7.1 Team Project with Data Analysis: As a team, identify a problem related to the program of study as a whole. Research and utilize the **Engineering Design Process** to design a solution. Document the following steps in an **engineering design notebook** for inclusion in the program portfolio. When possible, connect the problem to a DECA or FBLA competitive event.

a. **Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.

b. **Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.

c. **Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.

d. **Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)

e. **Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Health Services Administration Practicum

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12H38
Prerequisite(s):	Completion of the first three courses in the *Healthcare Services Administration* program of study
Credit:	1
Grade Level(s):	11-12
Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Health Services Administration* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the *Health Services Administration* program of study.
Aligned Student Organization(s):	FBLA: http://www.fblatn.org HOSA: http://www.tennesseehosa.org
Coordinating Work-Based Learning	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 031, 032, 034, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 432, 433, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, Fall Leadership Camps, Regional and State Leadership Conferences to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech.
- Participate in HOSA career competitive events that highlight career development, including Health Career Display, interviewing skills, job-seeking skills, and prepared speaking.
- Participate in HOSA competitive events that highlight leadership development, such as Outstanding HOSA Leader, Research Poster, Extemporaneous Writing, Organizational Leadership, and Researched Persuasive Writing and Speaking.
- Participate in HOSA competitive events such as Medical Terminology, Medical Spelling, Health Education, Healthcare Issues Exam, and HOSA Bowl.
- Participate in FBLA competitive events such as Client Service, Coding and Programming, Database Design and Applications, Digital Citizenship, Healthcare Administration, Network Design, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee HOSA at http://www.tennesseehosa.org and Tennessee FBLA at https://www.fblatn.org/.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | On-the-job training for students to develop mastery of course standards. Internship required for credential or entry into occupation and interview process.
- **Standards 2.1–2.3** | On-the-job training at a local healthcare facility or business for students to develop mastery of professional standards, ethical and legal challenges, and Codes of Ethics associated with health services administration settings.
- **Standards 5.1–5.2** | On-the-job training at a healthcare facility or business to develop students' mastery of public health issues, as well as professional standards and tasks.
- **Standards 6.1–7.1** | On-the-job training at a healthcare facility or business to develop students' career portfolios, including their career and professional development plans, resumes, instructor and supervisor feedback, etc.

Course Description

Health Services Administration Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Health Services Administration courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures or continue their studies at the postsecondary level.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (e.g., internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personalized Learning Plan

1.1 Personalized Learning Plan: Create a **Personalized Learning Plan** that identifies **student long-term goals**, demonstrates how the work-based learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:

a. application of academic and technical knowledge and skills (I.e., embedded in course standards);
b. career knowledge and navigation skills;
c. 21st century learning and innovation skills; and
d. personal and social skills.

2. Professionalism, Ethics, and 21st-Century Skills

2.1 Health Services Administration Areas: Identify areas of health services administration (e.g., **medical office, hospital administration, dental office**, etc.) and distinguish differences in the professional setting in each environment. Compare and contrast the differences in **training and development** offered for employees of each health services administration setting identified.

2.2 Legal and Ethical Challenges: Reflect on potential ethical and legal challenges associated with different types of health services administration settings. Examine a variety of perspectives surrounding the issue(s); then develop an original analysis explaining the impact of the issue on those involved, using persuasive language, and citing evidence from the research. Potential issues may include the security of **transferred healthcare records, implementation of advance directives, patient privacy and data usage concerns**, and safety of employees and consumers.

2.3 Code of Ethics: Collect Codes of Ethics from various public health-related professional organizations such as the **American Public Health Association**, the **National Environmental Health Association**, and the **Society for Public Health Education** to examine areas of commonality. Synthesize principles from the codes investigated to create a personal code of ethics.

3. Health Information Policies and Practices

3.1 Information Access: Access information efficiently, using sources appropriate to the task, purpose, and audience. Distinguish between **credible** and **non-credible sources**, including the difference **between advertising and legitimate research**. Evaluate information for usefulness, bias, and accuracy, and question information that may not originate from credible sources. Demonstrate the ability to organize and **manage information effectively** and efficiently. Demonstrate **ethical and legal use** of information, including adherence to all rules and regulations related to the sharing of protected information.

3.2 Online Communication and Information: Access and manage online communication and information (e.g., **electronic medical records**), using **multiple digital devices** such as laptop computers, tablets, smartphones, etc. Demonstrate adherence to all rules and regulations related to the use of electronic tools and the Internet, including **appropriate protection of passcodes and adherence to all security protocols**.

3.3 Technology in Healthcare: Research and develop skills in the appropriate use of technology in the healthcare administration services setting for **information search and retrieval**, **synchronous and asynchronous communications**, multimedia **presentations**, **document production, quantitative and qualitative analysis**, and **information management**. Use social networking and online collaboration tools such as shared documents and web conferencing to create, integrate, and manage information in group projects.

4. Health Services Policies and Practices

4.1 Safety Guidelines: Accurately **read, interpret, and demonstrate adherence** to **safety guidelines** appropriate for the roles and responsibilities of an employee of a healthcare facility. Listen to **safety instructions** and be able to explain why certain rules apply. Demonstrate **safety techniques** and follow all applicable facility policies and procedures (i.e., standard precautions) related to the clinical placement. Based on placement, document completion of training topics on the appropriate work-based learning (WBL) and work site forms.

4.2 Organizational Culture: Observe and analyze organizational culture and practices. For example, analyze **how to interact** with **supervisors, clients, and co-workers**, and **how to recognize** and address **health, safety, and sustainability issues**. Seek information from supervisors and other employees about appropriate methods of pursuing employment in the industry, and determine what knowledge, skills, and educational credentials are required.

4.3 Integrity: **Demonstrate integrity and ethical behavior** when engaging in all worksite activities, including the **use of tools and materials, documentation of hours, handling of money, billing of clients, sharing of information**, and completion of all personnel-related forms.

4.4 Communication: Articulate ideas effectively in **written personal communications** with supervisors, coworkers, and customers using appropriate medical terminology and revising as necessary. Verbally articulate ideas effectively in **interpersonal communications** with supervisors, coworkers, and customers. **Develop and deliver messages effectively** in **oral presentations**. Demonstrate effective **listening skills**, attending to the meaning and intention of communication, and accurately paraphrasing what has been heard. Communicate effectively with individuals of diverse backgrounds who may also speak languages other than English, using foreign language skills and facility resources as appropriate.

4.5 Efficiency with Tasks: **Complete tasks as directed** with supervision, know when to **ask questions or request guidance**, and **work effectively** as a team member. Exhibit **resourcefulness and initiative** in taking on new tasks and solving problems independently as appropriate to the workplace setting. Demonstrate an understanding of one's impact and build on different perspectives to strengthen joint efforts. Demonstrate **self-efficacy and confidence** in one's ability to succeed in specific situations. Demonstrate leadership where appropriate to collaborate on workplace tasks.

5. Transferring Course Concepts to Practicum

5.1 Organization Research: **Research** and select **an organization** for a work-based learning project in a **public health area** of choice. Cite specific textual evidence from the organization's literature, as well as independent news articles to summarize the following:

a. the mission and history of the organization;
b. headquarters and organizational structure;
c. products or services provided;
d. credentials required for employment and how they are obtained and maintained;
e. policies and procedures;
f. reports, newsletters, and other documents published by the organization; and
g. website and contact information.

5.2 Time and Project Management**:** Manage time and projects effectively by (a) **setting goals**; (b) developing and using a **system for prioritizing, planning, and managing daily work**; (c) **persisting** in the face of challenges; and (d) **seeking assistance and adjusting plans** to adapt to changing circumstances. Demonstrate attention to detail and accuracy appropriate to the task. Demonstrate accountability to supervisors, coworkers, and customers by delivering work to agreed-upon standards; accepting constructive criticism; completing designated projects on time; and exhibiting pride in workmanship.

6. Portfolio

6.1 Portfolio: Create a **portfolio,** or similar collection of work, that illustrates **mastery of skills and knowledge** outlined in the previous courses and applied in the practicum. The portfolio should reflect a thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:

a. career and professional development plan;
b. resume;
c. list of responsibilities undertaken through the course;
d. examples of health services administration experience and supporting materials developed and used during the course;
e. sources of support, including mentors, financial, in-kind, and other;
f. description of the technology used with examples, if appropriate;
g. periodic journal entries reflecting on tasks and activities; and
h. feedback from the instructor and/or supervisor based on observations.

7. Communication of Project Results

7.1 Project Results: Upon completion of the practicum, develop a technology-enhanced **presentation** showcasing **highlights, challenges, and lessons learned** from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as sample survey results, excerpts from the business plan, or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit presentations to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Principles of Office Applications

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12H24
Prerequisit:	None
Credit:	1
Grade Level(S):	9-12
Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other *Business* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the first course in the *Office Management* program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Presentation, Computer Applications, Computer Problem Solving, Database & Design Applications, Spreadsheet Applications, and Word Processing.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 2.4–2.6** | Guest speakers from an IT department to enhance student understanding of adding applications to a device, networking, and security.
- **Standards 4.1–4.9** | Guest speakers from business and industry to enhance students' knowledge of the importance and application of word processing programs. Students can apply knowledge of document properties, formatting, text structure tools, etc. to update their resumes, job letters, and other job materials for ideal careers in the industry.
- **Standards 5.1–5.6** | Technical mentoring throughout online interactions with business and industry professionals to develop students' skills in spreadsheet applications using Microsoft Excel and/or Google Sheets.
- **Standards 6.1–6.6** | Using presentation software, students create, design, and deliver a presentation to their instructor, peers, and panel of business and industry professionals on approved course-related topics.
- **Standard 7.1** | Guest speakers to discuss potential occupations in business and the required technology skills and knowledge.

Course Description

Principles of Office Applications is a foundational course intended to teach students the fundamentals and concepts involved in the use of common software applications in an office. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Course Standards

1. Input Methods

1.1 Speed of Input: Demonstrate **improvement** in **speed and accuracy** in keyboarding.

1.2 Technique: Demonstrate **proper keyboarding technique**.

1.3 Ergonomic Principles: **Identify and utilize** proper ergonomic principles in keyboarding, including **hand position, distance from the screen, and posture**.

1.4 Input Sources: Demonstrate **input** of data from **various sources** (keyboards, cameras, scanners, etc.).

2. Basic Operations

2.1 Program Interface: Demonstrate knowledge and use of multiple **program interfaces** including **menu items, ribbons, toolbars, and dialog boxes.**

2.2 File Management: **Correctly and safely execute** basic file management operations, including the **opening, creating, copying, moving, deleting, and renaming** of files and folders, as well as searching for a specified file or folder in networked or local locations.

2.3 Hardware Management: **Identify, connect, and demonstrate** the correct usage of computer **hardware and accessories**. These may include a monitor, keyboard, mouse, and USB devices. Perform basic troubleshooting as needed for situations involving these components (e.g., if the computer does not recognize a device).

2.4 Application and Software Management: Determine appropriate software **applications** for **specific tasks**. Describe the **steps** necessary **to retrieve, download, and safely install** new applications, updates, and plug-ins from the Internet.

2.5 Network Access: Describe the **characteristics and advantages** of **WiFi (wireless)** and **wired networks**. Identify **common equipment** and **cables** needed for **wired network** access. Identify **common equipment** needed for **WiFi** access. Connect to a network.

2.6 Security: Describe the basic principles of **network security**, including **firewalls, antivirus software, and proper authentication**. Demonstrate proper authentication techniques by logging on to appropriate networks.

3. Internet Basics

3.1 Browsers: **Evaluate multiple browsers** (e.g., Bing, Chrome, Firefox, DuckDuckGo, etc.) and **highlight the advantages of each**. Use **browser tools** (e.g., create bookmarks, clear history, set a homepage) to **enhance productivity**.

3.2 Productivity Tools: Research effective use of **cloud storage**, **online digital collaboration platforms**, and **file-sharing applications**. Recommend and effectively employ the appropriate file storage and sharing solution for a given project.

3.3 Search and Evaluation of Information: Using **a browser**, conduct a **search and evaluate** results for accuracy.

4. Word Processing Applications

4.1 Document Creation: Use a word processing program to **create and format** documents with academic and **business styles** (e.g., **memos, letters, agendas, reports, and newsletters**).

4.2 Formatting Tools: Use advanced **formatting tools** to **create and modify styles**, **themes**, and **templates** to streamline document production.

4.3 Tables: Create and modify **tables and table styles**, including the use of **merged cells**, **split cells**, formulas, and functions. Convert **text to tables** and **tables to text** to improve document design.

4.4 Formatting Techniques: Use advanced formatting techniques, such as **section breaks, columns**, and lists, to create complex documents. Format paragraphs into **numbered and bulleted lists**.

4.5 Graphics: Work with graphics, including **adding and modifying shapes, pictures, and SmartArt**. Insert and format objects, such as images, shapes, and SmartArt to **enhance document visual appeal**.

4.6 Document Design: Understand and apply principles of **document design and layout** to create **visually appealing** and **effective** documents. Use **automatic features** to ensure **spelling and grammar** are correct.

4.7 Large Document Organization: **Manage and organize** large documents using tools, such as **table of contents, bookmarks, hyperlinks**, **headers**, **footers, footnotes, endnotes**, and the **navigation pane**.

4.8 Distribution Preparation: Use advanced features, such as **mail merge**, to create **personalized documents and mailing labels**. Prepare documents for distribution by saving them in **various file formats,** including PDF, and applying appropriate formatting and compression techniques to reduce file size.

4.9 Collaboration Techniques: Collaborate with others using features, such as **track changes**, **comments**, and co-authoring. Use features to **review, reply, resolve, and delete comments**. **Track, review, accept, and reject changes** through locking and unlocking change tracking.

5. Spreadsheet Applications

5.1 Spreadsheet Creation: Use a spreadsheet program to **create, format, and edit** business spreadsheets to tabulate and calculate **numerical and/or textual data** (e.g., statistics, historical data, measurements), such as budget calculations, sales reports, and related analyses.

5.2 Workbook and Worksheet Management: Craft documents using a **spreadsheet** program using features and methods, such as the following:

a. **add data** manually into worksheets and **import data** from sources such as text files and online platforms;
b. **search** for data in a workbook and **navigate** within a workbook;
c. modify **page setup**, including headers/footers, and set a **print area**;
d. **freeze** rows and columns to adjust views;
e. **change** windows and **display** formulas; and
f. **adjust column and row** width and height, insert and delete columns and rows, and move columns and rows.

5.3 Data Manipulation: **Format** cells and worksheets, including applying **number and date formats**, **fill features**, **conditional formatting**, and using basic formatting tools such as bold, italic, and underline.

5.4 Tables: **Create, apply styles, and format** tables from **selected cell ranges**. **Filter and sort** data in columns within worksheets and tables.

5.5 Formulas and Functions: Use **basic functions and formulas** to perform calculations and functions, such as the following:
   a. inserting **references** (**relative, absolute, and mixed**);
   b. use AVERAGE(), MAX(), MIN(), and SUM() formulas to **perform calculations**;
   c. use RANDBETWEEN() and SEQUENCE() to **generate data**;
   d. use the IF() function for **conditional operations**;
   e. use SORT() to sort data; and
   f. use CONCAT() and TEXTJOIN() to format text.

5.6 Charts: **Create, modify, and format** charts to **visually represent data**. Use features to insert a chart on a chart sheet, add data series, and modify chart elements, layouts, and styles.

6. Presentation Applications

6.1 Presentation Application: **Navigate** a slide deck creation application, such as PowerPoint or Google Slides, interface and perform **basic operations**, such as opening and saving files, creating new slides, and adding and deleting slides.

6.2 Manage Presentations: **Create and deliver** effective presentations, demonstrating proficiency in **managing slides, incorporating visual elements**, and **delivering messages** with clarity and confidence.

6.3 Manage Slides: **Create and format text, images**, and multimedia elements on slides using various **design and layout tools**, such as **themes, templates, and slide masters**.

6.4 Tables, Charts, and Media: **Insert and format** multimedia elements, such as **audio and video clips** onto slides, to create dynamic and engaging presentations.

6.5 Transitions and Animations: Use basic **animation and transition** effects to **enhance the visual appeal** of their presentations.

6.6 Presentation Delivery: **Evaluate and use** advanced features, such as **slide shows, presenter views, and speaker notes**, to deliver effective presentations.

7. Digital Citizenship and Career Exploration

7.1. Careers: Research recent **developments in technology** affecting the supply/demand characteristics of the **job market**, including **career pathways** and **occupational outlooks** for occupations that require expertise with **office applications**.

7.2. Copyright Implications and Intellectual Property: Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various **perspectives and ramifications** surrounding an ethical issue related to **intellectual property rights**. Potential issues include **copyright infringement, piracy, plagiarism, art licensing, creative commons**, and the state/federal laws that govern them.

7.3. Ethical Artificial Intelligence (AI): **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

7.4. Ethical Technology Use: Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the **various perspectives and ramifications** surrounding an ethical issue related to **current technology usage**. Develop and strengthen claim(s) and counterclaim(s)

about the issue, citing supportive evidence. Potential issues include AI, VR, spam, cyberbullying, libel, slandering, and the mining of personal data for profit.

7.5 Career and Technical Student Organization Introduction: Introduce the program's aligned Career and Technical Student Organizations (CTSO), **FBLA and DECA**, through an interactive activity, such as a classroom competition.

7.6 Data Analysis in Business Management and Administration: Research the use of data in **Business Management and Administration** career fields. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:

a. customer/client use of **products and services**,
b. **demographics** of end users,
c. community, state, and national **statistics**, and
d. **data** that must be reported to **another entity**.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Advanced Office Applications

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12H85
Prerequisite(s):	*Computer Applications* (C12X00)
Credit:	1-2
Grade Level(s):	11-12
Elective Focus-Graduation Requirements:	This course satisfies one or two of three credits required for an elective focus when taken in conjunction with other *Business Management* & *Administration* courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth course in the *Office Management* program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning/wbl-toolbox.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 037, 039, 041, 052, 054, 055, 056, 057, 152, 153, 158, 201, 203, 204, 311, 430, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting sales pitches.
- Participate in DECA competitive events such as Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events, such as Business Presentation, Computer Applications, Computer Problem Solving, Database and Design Applications, Sales Presentations, Spreadsheet Applications, and Word Processing.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 4.1–4.6** | Students can apply knowledge of document properties, formatting, text structure tools, etc. to update their resumes, job letters, and other job materials based on their internship and/or on-the-job training.
- **Standards 5.1–5.6** | Internship or on-the-job training where students can practice and develop their skills in spreadsheet applications using Microsoft Excel and/or Google Sheets.

Course Description

Advanced Office Applications prepares students to continue postsecondary training in business-related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications, such as the Microsoft Office Suite. Course content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork, in order to accomplish information management goals. Upon completion of this course, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS) Certification Exam.

Course Standards

1. Ethics and Professionalism

1.1. Technology Usage: Demonstrate an understanding of **ethical and professional standards** for using technology in an office/business setting, including topics such as **confidentiality, data ownership, and intellectual property rights.**

1.2. Professional Behavior: Demonstrate professional behavior and communication skills, including effective writing and presentation skills, and the ability to work collaboratively and adapt to changing technological environments.

2. Collaboration

2.1. Collaboration Tools: Demonstrate proficiency in **using online collaboration tools,** such as Google apps, Teams, and OneDrive to **work** with colleagues and **share** documents in **real time.**

2.2. Cloud Computing: Demonstrate an understanding of **cloud computing concepts and tools**, such as Google Workspace and Office 365, and be able to use these tools to **collaborate, store, and share data securely**.

2.3. Project Management: Use **project management** principles and **tools including Gantt charts, timelines, and resource allocation**, and apply these skills in an office/business setting.

3. Email Operations

3.1. Settings and Processes: **Using an email application** such as Outlook or Gmail, perform the following **tasks**:

a. configure mail settings (e.g., fonts, replies to messages, and signatures);
b. create folders and perform searches of messages, contacts, and calendar items; and
c. print and save information, including calendar information, task information, and attachments that have been verified as safe.

3.2. Messages: **Create** messages that include **attachments**, courtesy copy (**CC**), blind courtesy copy (**BCC**), set importance of message, **forward and reply** to messages, and insert hyperlinks and images. Organize received messages into folders**.**

3.3. Schedules: Using the **calendar feature**, set **recurring calendar items**, create calendar **items from messages**, and **create, send, and cancel meetings**.

3.4. Contacts: **Import, edit, and share** contacts. Create and update contact **groups**.

4. Advanced Word Processing

4.1. Advanced Formatting: Building on skills learned in *Principles of Office Applications*, utilize **advanced formatting** techniques, including the use of **styles, themes, and templates** to create professional and visually appealing documents. They should also be proficient in **customizing headers, footers, page numbers, and section breaks** to meet specific document requirements.

4.2. Advanced Page Layout and Design: Create professional-level documents by applying advanced page **layout and design** techniques, including customizing **headers and footers**, and using **sections and breaks** effectively.

4.3. Mail Merge and Automation: Utilize the **mail merge** to automate the creation of **personalized documents**, including letters, labels, envelopes, and email messages, by integrating data from **external sources** such as Excel or Outlook contacts.

4.4. Advanced Document Management: **Create and update tables of contents**, insert and manage **footnotes/endnotes**, create and manage **indexes**, and create **hyperlinks** and **bookmarks** for easy navigation within documents.

4.5. Advanced Document Customization: Customize user **interface, options, and settings** to optimize their workflow and tailor the application to their specific needs. For example, customize the **Quick Access Toolbar, ribbon tabs, keyboard shortcuts**, and **autocorrect options.**

4.6. Advanced Graphics and Multimedia: **Incorporate** advanced graphics and multimedia elements into documents, such **as inserting and formatting** SmartArt diagrams; embedding and formatting **images, videos, and audio clips**; and utilizing advanced features like WordArt and shapes.

5. Advanced Spreadsheet Operations

5.1. Formulas and Functions: Building on skills learned in *Principles of Office Applications*, demonstrate proficiency in using **advanced formulas and functions** in Excel, including **logical functions, lookup and reference functions, statistical functions, and array formulas**, to perform complex calculations and data analysis tasks.

5.2. Advanced Charting and Graphing: Create and customize **advanced charts and graphs** in Excel, including utilizing **Box and Whisker, Combo, Funnel, Histogram, and conditional formatting** to visually represent data in a meaningful way.

5.3. Data Analysis and Visualization: **Analyze data** effectively using advanced data analysis tools and techniques in Excel, such as **PivotTables, PivotCharts, data validation, conditional formatting**, and advanced filtering, to **analyze and visualize complex data** sets effectively.

5.4. Data Validation and Protection: Implement data **validation rules** to ensure **data integrity**, apply advanced conditional formatting techniques to highlight **data patterns and anomalies**, and **protect worksheets and workbooks** using features like password protection, worksheet protection, and workbook structure protection.

5.5. Data Connections and External Data Sources: Connect Excel to **external data sources**, such as databases, web data, and SharePoint lists, and demonstrate proficiency in **importing, refreshing, and transforming** data from these sources using Power Query and Power Pivot.

5.6. Collaboration and Integration: Collaborate with others effectively using Excel's collaboration features, including **sharing workbooks, tracking changes, and merging workbooks**. Integrate Excel with other Office 365 applications, such as Word and PowerPoint, to create dynamic reports and presentations.

6. Data Collection and Analysis

6.1. Forms Design and Development: Students will be able to **design and develop custom forms** using appropriate tools and techniques, including online form builders, HTML, and CSS, to collect data efficiently and effectively.

6.2. Data Collection and Management: Students will be able to **collect, manage, and store** data using various methods and platforms, including spreadsheets, **databases, online surveys, and cloud storage**, to ensure data quality and accessibility.

6.3. Data Analysis and Visualization: Students will be able to perform **data analysis and visualization tasks** using appropriate tools and techniques to **identify patterns, trends, and insights** in the collected data.

7. Cybersecurity

7.1. Cybersecurity: Demonstrate an understanding of basic cybersecurity **principles and best practices**, including **password management, network security, and data privacy**, and be able to apply these skills in an **office/business setting**.

Note: Teachers who want to provide additional training in database operations, presentation tools, the Internet of Things (IoT), and/or additional software applications, such as collaboration tools, may add to these standards to create an honors or two-credit course. For additional recommendations on this option, please reach out to the senior coordinator of the Business Management and Administration career cluster.

Standards Alignment Notes

References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

American Business Legal Systems

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code):	C12H20
Prerequisite:	Computer Applications (C12X00)
Credit:	½
Grade Level(s):	10-12
Elective Focus-Graduation Requirements:	Satisfies one-half credit in *U.S. Government.*
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This course is available for elective credit in the *Business, Management & Administration* and *Law, Public Safety, Corrections & Security* career clusters.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning/wbl-toolbox.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Communication, Business Etiquette, Business Law, Business Plan, Client Service, Future Business Leader, International Business, Impromptu Speaking, Spreadsheet Applications, and Word Processing.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1–1.6** | On-the-job training in a business environment for students to develop knowledge and skills in human relations, safety, communication, and leadership.
- **Standard 2.1–2.5** | Integrated project with multiple interactions with government and legal professionals for students to gain expertise in the organization structures of various levels of government.
- **Standards 6.1–6.4** | Guest speakers from business, government, and law to discuss contract law and domestic relations law and their effects on business.
- **Standard 7.1–7.3** | Integrated project with multiple interactions with business and industry professionals for students to practice implementing consumer protection laws.
- **Standards 10.1-11.4** | Guest speakers from business, government, and law to discuss government regulations, as well as agency law and employment law and the effects on business.

Course Description

The *American Business Legal Systems* course provides students with an understanding of the legal framework in which American business functions. The students will evaluate the influence of the free enterprise system in a democratic society on daily decisions. Students will analyze the alliance between capitalism and democracy and will be better prepared to influence future decisions in the public and private sectors of the United States of America.

Course Standards

1. Global Workplace Skills

1.1 Sensitivity to Community and Global Issues: Develop sensitivity to **personal**, **societal**, **corporate, and governmental** responsibility to **community and global issues**.

1.2 Teamwork and Leadership Skills: Demonstrate the **interpersonal, teamwork, and leadership skills** needed to function in **diverse business settings**, including the global marketplace. Investigate online and office safety procedures.

1.3 Effective Communication: **Communicate effectively** as **writers, listeners, and speakers** in diverse social and business settings.

1.4 Critical Thinking and Soft Skills: Apply the **critical thinking and soft skills** needed to function in students' multiple roles as **citizens, consumers, workers, managers, business owners, and directors** of their futures.

1.5 Legal and Ethical Issues: **Analyze and follow** policies for managing **legal and ethical issues** in organizations and in a technology-based society.

1.6 Parliamentary Procedure: Demonstrate **parliamentary procedure** through office staff/chapter **organizational meetings**.

2. United States Constitution and Business

2.1 Legal System Background: Examine the **historical background** of the United States legal system.

2.2 Principles of the Constitution: Analyze the **basic principles** upon which the Constitution of the United States is based.

2.3 Preventing Abuse of Power: Demonstrate the **role of constitutions** in **preventing abuse** of governmental power.

2.4 Impact on Business: Analyze the impact of the **Constitution, Constitutional Amendments, and federal acts** on American **business practices**. Determine the effect of the rule of law on business and employees.

2.5 Rule of Law: Critique the effect of the **rule of law** as it applies to **business and employees**. Demonstrate the way laws affect individuals as well as American businesses.

3. Bill of Rights

3.1 Bill of Rights: Examine the **basic freedoms** guaranteed by the **Bill of Rights**.

3.2 Individual Rights and Freedoms: Analyze the **effect of laws on individual rights** and freedoms. Research a legal case that demonstrates basic freedoms obtained by the Bill of Rights.

3.3 Balance of Rights and Welfare: Investigate the **balance** between the protection of **individual rights** and the **general welfare of all citizens**.

4. Organization of Governments

4.1 Branches of Government: Compare and contrast requirements and duties for the **executive, judicial, and legislative** branches.

4.2 Legislation: Examine the process for **proposing and passing legislation**. Design an effective representation of the steps necessary to have a student-written bill passed.

4.3 Requirements and Duties of Government Officials: Relate the **duties and requirements** for serving in **state and local governments**. Research requirements and current members of the federal executive and legislative branches, state, and local governing bodies.

4.4 Checks and Balances: Analyze the function of a system of **checks and balances**.

5. Ethics and Law

5.1 Ethics and Law: Compare **the relationship between ethics and the law**.

5.2 Court Structure: Analyze the structure of **federal, state, and local courts** in the American legal system.

5.3 Juvenile Court: Connect the role of the **juvenile court** with the **role of other courts** within a state, territory, or province.

5.4 Substantive and Procedural Law: Differentiate between **substantive and procedural law**.

6. Contract Law

6.1 Parts of a Contract: Analyze the essential **parts of a contract**.

6.2 Classifications of Contracts: Analyze the different **classifications of contracts**.

6.3 Offer and Acceptance: Compare the **requirements of an offer and an acceptance**.

6.4 Valid Consideration: Analyze **requirements for valid consideration**.

7. Consumer Protection Laws

7.1 Consumer Laws: Identify consumer laws that **regulate consumer protection**.

7.2 Law and Consumer Credit: Investigate consumer laws that **regulate consumer credit**.

7.3 Law and Sales: Differentiate the **law of sales** from various **transactions** relating to sales.

8. Domestic Relations Laws

8.1 Marriage: Analyze **legal considerations in marriage**. Investigate age requirements for marriage in different states.

8.2 Divorce: Analyze **legal considerations in divorce**.

8.3 Child Custody: Analyze **legal considerations in child custody**.

8.4 Domestic Abuse: Analyze legal considerations in **domestic abuse, child abuse, neglect,** or other related issues to domestic abuse.

9. Law and Finance

9.1 Borrowing Money: Apply correct procedures for borrowing money with **secured transactions**.

9.2 Purchasing on Credit: **Evaluate** criteria used in making wise **decisions** when purchasing on credit.

9.3 Negotiable Instruments: Analyze types of negotiable instruments, including **commercial paper**.

9.4 Insurance: Relate the **purchase of insurance** to specific individual **needs**.

9.5 Bankruptcy: Examine **bankruptcy laws**.

10. Business Organizations and Government Regulations

10.1 Business Organizations: Compare and contrast the **four types of business organizations**.

10.2 Legislation and Business Organizations: Analyze ways **legislation affects business** organizations. Create a list of legislative acts that affect businesses, the provisions of each act, and those organizations protected

11. Agency and Employment Laws

11.1 Agency Relationship: Demonstrate an understanding of the nature of an **agency relationship and types of agents.**

11.2 Duties of Employers: Analyze the **duties of the employer**.

11.3 Duties of Employees: Analyze the **duties of the employee**.

11.4 Legislation and Workers: Interpret the **impact of legislation** on **worker benefits**, **employment conditions**, and **employee rights**. Analyze the cases or issues about incidents or court cases that deal with employment issues.

12. Property and Real Property

12.1 Personal Property: Investigate items that are considered **personal property**. Analyze case studies related to personal property.

12.2 Real Property: Determine the characteristics of items that would deem them **real property**. Analyze case studies related to real.

12.3 Estate Planning: Analyze the various **components of estate planning** and determine when estate planning is advisable.

13. American and Global Legal Systems

13.1 Global Differences: Investigate types of **legal systems** that are **different from the U.S.** system.

13.2 Global Business Law: Analyze **business law** and practices in other countries that are different than the US practices.

13.3 Imports and Exports: Examine **laws and practices** related to the **import and export** of goods and services (i.e., trade agreements, protectionism, trade balance). Debate the advisability of **imposing a tariff** on a given product.

13.4 Trade Agreements: Assess the role of **trade agreements** and **international legal and political bodies** in the resolution of **trade disputes**. Simulate one country taking a trade dispute to the International Court of Justice against the practices of another country.

Standards Alignment Notes

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Business Economics

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12H21
Prerequisite:	None
Credit:	½
Grade Level:	11-12
Elective Focus- Graduation Requirements:	Satisfies one-half credit in *Economics*
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This course is available for elective credit in the *Business, Management & Administration* and *Finance* career clusters.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org/
Coordination of Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
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Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 201, 202, 203, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Communication, Business Law, Business Plan, Client Service, Economics, Future Business Leader, Impromptu Speaking, International Business, Spreadsheet Applications, and Word Processing.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1–1.8** | On-the-job training in a business environment for students to develop knowledge and skills in human relations, safety, communication, and leadership.
- **Standard 2.1–2.5** | Integrated project with multiple interactions with business and industry professionals for students to gain expertise in analyzing and implementing basic economic systems.
- **Standards 3.1–5.7** | Job shadowing and information interviews with business and industry professionals for students to understand the roles of business, the individual, and government in a free enterprise system.
- **Standard 7.1–7.2** | Job shadowing and information interviews with business and industry professionals for students to develop a career research portfolio on careers in business economics.

- **Standard 8.1–8.3** | Integrated project with multiple interactions with business and industry professionals for students to learn about market structures and market competition in the U.S. economy.

Course Description

Business Economics provides an in-depth study of fundamental concepts, free enterprise trading practices, and the various players in the economic system. Topics include the production, marketing, and distribution of goods and services, as well as the roles of financial institutions, the government, and the individual within the free enterprise system. Students will explore various careers related to the economy. International trade and economics have become an integral part of Business Economics.

Course Standards

1. Workplace Skills

1.1 Responsibility: Demonstrate sensitivity to **personal, societal, corporate, and governmental responsibility** to community and global issues.

1.2 Workplace Skills: Demonstrate the **interpersonal, teamwork, and leadership skills** needed to function in **diverse business settings**, including the global marketplace.

1.3 Effective Communication: Communicate effectively as **writers, listeners, and speakers** in diverse social and business settings.

1.4 Critical Thinking and Soft Skills: Apply the **critical thinking** and **soft skills** needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their futures.

1.5 Legal and Ethical Issues: Analyze and follow policies for managing **legal and ethical issues** in organizations and in a technology-based society.

1.6 Life-long Learning: Investigate the life-long learning skills that foster **flexible career paths** and **confidence in adapting** to a workplace that demands constant retooling.

1.7 Career Exploration: Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to **career exploration** and apply knowledge gained from individual assessment to research and develop an **individual career plan**.

1.8 Parliamentary Procedure: Demonstrate **parliamentary procedure** through office staff/chapter organizational **meetings**.

2. Basic Economic Systems

2.1 Economic Concepts: Apply the concepts of **basic economics**.

2.2 Economic Systems: Differentiate between **economic systems**.

2.3 Economics and Society: Analyze **economic problems and goals** of society.

2.4 Scarcity: Analyze the economic problem of **scarcity**.

2.5 Natural Resources: Assess the **importance of natural resources** and their relationship to economic decision-making.

3. Free Enterprise System

3.1 Business in Free Enterprise: Connect **concepts** as they apply to the role of business in a **free enterprise** system.

3.2 Business Organizations: Analyze **types of business** organizations.

3.3 Stock: Apply the concepts of **buying and selling** stock.

3.4 Competition and Monopoly: Analyze the effects of **competition and monopoly** on a free enterprise system.

3.5 Production: Apply the **concepts of production**. Differentiate between factors of production.

3.6 Marketing: Analyze characteristics of **marketing**.

3.7 Supply and Demand: Explain the phenomena in terms of the **law of supply and demand**.

3.8 Elasticity: Formulate and analyze knowledge/understanding of **elasticity of demand**.

3.9 Unions: Analyze the role of **unions in the economy**.

4. Role of the Individual in Free Enterprise

4.1 Role of Individual: Connect concepts as they apply to the **individual's role** in a **free enterprise** system.

4.2 Responsibility: Apply concepts demonstrating the elements of **personal and fiscal responsibility**.

4.3 Savings: Critique and analyze types of **savings plans**.

4.4 Credit: Investigate and analyze the appropriate **use of credit**.

4.5 Insurance: Differentiate between the most **common forms of insurance** and formulate a **personal needs assessment**.

5. Role of Government in Free Enterprise

5.1 Role of Government: Connect concepts related to the **government's role** in a **free enterprise** system.

5.2 GNP and GDP: Formulate and analyze the components of **gross national product** (GNP), **gross domestic product** (GDP), and **national income**.

5.3 Taxes: Investigate and differentiate the types of **taxes**.

5.4 Distribution of Wealth: Analyze the concept of governmental **distribution of wealth**.

5.5 Inflation and Recession: Analyze the cause/effect of **inflation and recession**.

5.6 Financial Structure: Investigate and analyze the impact of the **American financial structure**, including **banking and monetary policy**.

5.7 Governmental Policies: Investigate and analyze **governmental policies** and their **economic consequences** at the **national, state, and local levels**.

6. Economic Concepts

6.1 International Economics: Connect **concepts** as they apply to **international economics**.

6.2 World Trade: Investigate and analyze the effect of **world trade** on the **United States economy**.

6.3 Business Economic Concepts: Utilize business economic concepts to determine the **advantages/ disadvantages of international trade**, including the **global impact**.

6.4 Trade Barriers: Develop a logical argument for/against protective **trade barriers**.

6.5 Foreign Aid: Investigate the **purpose of foreign aid**. Analyze the cause and effect of **reliance on foreign aid**.

7. Careers in Business Economics

7.1 Business Economics Careers: Analyze and synthesize **opportunities for careers** related to business economics.

7.2 Employment Trends: Analyze current **employment trends** for careers related to business economics **across industries**.

8. Market Structures and Competition

8.1 Competition: Perfect, analyze, and compare and contrast, **perfect competition** and **monopolistic competition**.

8.2 Oligopoly and Monopoly: Analyze, compare, and contrast **oligopoly** and **monopoly**.

8.3 Government Regulations: Connect **government regulation** to the creation of **natural monopolies**.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Keyboarding Fundamentals

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	G25X46
Prerequisite(s):	None
Credit:	½ - 1
Grade Level:	5-8
Focused Elective Graduation Requirements:	This course does not count towardstatus because it is not part of an approved program of study.
Programs of Study and Sequence	This course serves as a middle school primer for all programs of study in the Business Management & Administration, Finance, and Marketing, Distribution and Logistics career clusters.
Aligned Student Organization(s):	FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	031, 032, 037, 041, 055, 057, 121, 123, 124, 203, 204, 311, 432, 434, 435, 436, 474, 475, 476,
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

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Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, FBLA Fall Leadership Camps, and FBLA Regional and State Leadership Conferences to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in FBLA Middle School career competitive events that highlight career development, including developing business ethics, business etiquette, and career exploration.
- Participate in FBLA Middle School competitive events such as Career Research, Critical Thinking, Digital Citizenship, Exploring Technology, and Multimedia and Website.

For more ideas and information, visit Tennessee Future Business Leaders of America at https://www.fblatn.org/.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

Standards 6.1–6.2 | Students deliver presentations on topics related to digital citizenship and technical literacy to a guest panel of business and industry professionals for discussion and feedback.

Course Description

Keyboarding Fundamentals is a course designed to introduce middle school students to the fundamental techniques and strategies necessary for efficient and accurate keyboarding. In this course, students will develop essential typing skills, focusing on touch typing and proper keyboarding ergonomics. By the end of this course, students will have developed the foundational skills necessary to navigate the keyboard with confidence and efficiency. They will be able to type with increased speed and accuracy, improving their overall productivity and preparing them for success in future academic and professional endeavors that require effective keyboarding skills.

Course Standards

1. Keyboarding Technique

1.1 Technique: Demonstrate proper typing technique, including **correct** hand and finger placement, maintaining an appropriate **posture**, and using all fingers for typing. Emphasize the importance of using the **home row** as a base and minimizing reliance on looking at the keyboard while typing.

2. Speed and Accuracy

2.1 Typing Speed: Achieve a **minimum typing speed** of words per minute (WPM) by the end of the course which is an increase from the beginning of course assessment.

2.2 Accuracy**: Increase accuracy**, striving for a minimum accuracy rate of 90 percent by the end of the course. Accuracy refers to the number of correct keystrokes in relation to the total number of keystrokes made.

3. Keyboarding Skills

3.1 Keyboard Familiarity: Demonstrate proficiency in using **all the keys** on the keyboard, including **letters, numbers, symbols, and function keys**. Encourage memorization of the key locations and develop muscle memory for efficient typing.

3.2 Keyboard Shortcuts: Use **keyboard shortcuts** (e.g., copy, paste, undo) to enhance productivity.

4. Document Formatting

4.1 Formatting Skills: Introduce students to **basic formatting skills**, such as using **tabs, margins, line spacing**, and **alignment**. **Format documents** properly for different purposes, such as essays, reports, and presentations.

5. Proofreading

5.1 Proofreading: Develop the habit of **proofreading typed work** for errors in **spelling, grammar, and punctuation** before finalizing documents.

6. Digital Citizenship and Online Safety

6.1 Online Behavior: Demonstrate **responsible** online behavior and the **importance** of **protecting personal information**. Discuss **cybersecurity** practices, such as creating **strong passwords** and recognizing potential online threats.

6.2 Online Safety: Understand the potential **risks** of online communication and how to **maintain privacy and safety** while using digital tools.

7. Time Management and Efficiency

7.1 Time Management: Practice effective **time management strategies** while completing typing assignments and projects.

7.2 Prioritization: Prioritize **tasks**, **set goals**, and use technology **tools** to **enhance productivity**.

8. Ergonomics and Health

8.1 Ergonomics: **Understand and practice** good **ergonomics** while typing, such as positioning the keyboard at the **correct height**, maintaining a **neutral wrist position**, and taking regular breaks to prevent strain or discomfort.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Computer Applications

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12X00
Prerequisite:	None
Credit(s):	½ - 1
Grade Level:	7-8
Elective Focus- Graduation Requirements:	This course does not satisfy credit attainment for concentrator status because it is not part of an approved program of study.
Programs of Study and Sequence	This course serves as a middle school primer for all programs of study in the Business Management & Administration, Finance, and Marketing, Distribution and Logistics career clusters.
Aligned Student Organization(s):	FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:-	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

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- Participate in FBLA Middle School competitive events such as Career Research, Critical Thinking, Digital Citizenship, Exploring Technology, and Multimedia and Website.

For more ideas and information, visit Tennessee FBLA at https://www.fblatn.org/.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1–1.5** | Guest speakers to discuss potential occupations in business and finance and required technology skills and knowledge.
- **Standards 2.1–2.5, 6.1–6.5** | Guest speakers from business and industry to enhance students' knowledge of the importance and application and word processing and desktop publishing software. Students can apply knowledge of document properties, formatting, text structure tools, etc. to update their resumes, job letters, and other job materials for ideal careers in the industry.
- **Standards 3.1-3.4** | Invite business and industry professionals to develop students' skills in spreadsheet applications using Microsoft Excel and/or Google Sheets based on how they are used in day-to-day business tasks.
- **Standards 4.1–4.3** | Using presentation software, students create, design, and deliver a presentation to their instructor, peers, and panel of business and industry professionals on approved course-related topics.
  Standards 5.1-5.2 | Students deliver presentations on topics related to digital citizenship and technical literacy to a guest panel of business and industry professionals for discussion and feedback.

Course Description

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Course Standards

1. Communication Networks, the Internet, and Technology Operations

1.2 Information Technology: Research **recent developments** in information technology affecting the supply/demand characteristics of the **job market**, including **career pathways** and **occupational outlooks** for occupations in business and finance that require information technology expertise. Synthesize findings into a presentation highlighting the typical roles and responsibilities of professionals in high-growth occupations.

1.3 Computer Usage: Identify, connect, and demonstrate the **correct usage** of elements of a desktop computer, including a monitor, keyboard, mouse, network cable, and USB devices (e.g., camera, memory, or scanner). Perform **basic troubleshooting** as needed for situations involving these components (i.e., if the computer does not recognize a device).

1.4 File Management: Correctly and safely execute **basic file management operations** on a typical computer and shared storage media, including the **opening, creating, copying, moving, deleting, and renaming** of files and folders, as well as searching for a specified file or folder on local or networked storage media.

1.5 Cloud Storage and Collaboration: Research effective use of **cloud storage, online digital collaboration platforms, and file-sharing applications**. Recommend and effectively employ the appropriate file storage and sharing solution for a given project.

1.6 Internet Connections: Compare and contrast the **accessibility of the Internet** through a **home router** versus through **a public wi-fi** access point. Discuss the risks and advantages of using secure home networks versus publicly accessible networks.

2. Word Processing*

2.1 Create Documents: Use a word processing program to **create and format documents** with academic and **business styles** (e.g., memos, letters, agendas, reports, tabular lists) to communicate the results of research, meetings, lab reports, and relevant assignments in this course.

2.2 Word Processing Features: Craft documents using word processing program **features** and **methods** such as the following:

a. paragraph formatting (line spacing, justification, indentations);
b. bulleted and numbered lists;
c. tables of multiple columns with and without borders;
d. margins, headers, footers, page numbers, and footnotes;
e. Typeface fonts and weights, including hyperlinks;
f. capitalization, punctuation, number expression, and grammar;
g. printing orientation, one- or two-sided, to a selected printer;
h. bibliographies and tables of contents; and
i. saving to a file that can be shared and/or transported, including saving to cloud-based or external sources.

2.3 Graphics: Enhance documents by including **graphic arts components** such as borders and shaded elements, graphs and charts from other programs, watermarks, and imagery imported from technology devices and drives, as well as sources retrieved from the Internet, including adding citations and/or captions for each element when appropriate.

2.4 Distribution Preparation: **Create, format, and edit documents** suitable for **print or electronic distribution**, both four-color and two-color (black and white).

2.5 Editing: Critique and **edit** existing documents with standard **proofreading and editing marks** to conform to a standard business style guide (e.g., fonts, colors, line spacing). Practice the use of **electronic revision marks and comments** where supported.

3. Spreadsheet Applications*

3.1 Spreadsheet Creation: Use a spreadsheet program to **create and format** business spreadsheets to tabulate and calculate numerical and/or textual data (e.g., statistics, historical data, measurements), such as budget calculations, sales reports, lab data, and related analyses.

3.2 Format Spreadsheets: **Format spreadsheets** using **features and methods** such as the following:
a. cells, columns, and rows;
b. formulas and functions;
c. copy, move, delete, and fill;
d. cell-value formats (numerical and text) and alignment;
e. column and row width/height, insert/delete, and move;
f. printing to a selected printer; and
g. saving with a file format that can be shared and/or transported.

3.3 Formulas: Create new **formulas** to analyze data by **calculating** with, **extracting** from, **presenting**, and/or **summarizing**, including the following:
a. basic arithmetic calculations;
b. basic mathematic (e.g., SUM, AVG, MIN, MAX) and text (e.g., LEN, LEFT, RIGHT, MID) functions;
c. copying formulas that include both relative and absolute cell references;
d. sorting in ascending/descending order;
e. filtering data to retrieve specific values; and
f. basic conditional formatting (i.e., red for negative values).

3.4 Graphs and Charts: **Create and format** for optimal clarity a variety of types of graphs and charts, including **bar charts, line charts, pie charts**, and X-Y graphs, based on tabulated data.

4. Presentation Software*

4.2 Presentation Design: **Design, create, and deliver** an oral **presentation** with supporting slides for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:
a. a selected theme (i.e., colors, background, fonts, etc.),
b. bulleted text based on a chosen style,
c. photographs and other imagery,
d. charts and graphs,
e. video and animated graphics, and
f. animated transitions of slides and components within a slide.

4.3 File Formats: Save the **file in a format** that can be **printed** and/or shared with the audience such as a **PDF** of the presentation and **notes pages**.

4.4 Automated Slide Show: Design, create, and deliver a **self-running electronic slideshow** for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:
a. a selected theme (i.e., colors, background, fonts, etc.),
b. photographs and other imagery,
c. video and animated graphics, and
d. animated transitions of slides.

5. Digital Citizenship

5.1 Ethical Technology Use: Research, summarize, and deliver, via presentation, document, spreadsheet data/chart, or other format, a summary of the **various perspectives and ramifications** surrounding an ethical issue related to **current technology usage**. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include AI, VR, spam, cyberbullying, libel, slandering, and the mining of personal data for profit.

5.2 Copyright Implications and Intellectual Property: Research, summarize, and deliver, via presentation, document, spreadsheet data/chart, or other format, a summary of the various perspectives and ramifications surrounding an ethical issue related to **intellectual property** rights. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include **copyright infringement, piracy, plagiarism, art licensing, creative commons, and the state/federal laws** that govern them.

6. Desktop Publishing

6.1 Document Formatting: **Apply** appropriate **formatting** to documents, such as setting margins, line spacing, font styles, font size, and alignment, to ensure **readability and visual appeal**.

6.2 Layout and Design: Utilize **design principles** such as contrast, balance, and hierarchy to create **visually appealing layouts** for **print and digital media**, including flyers, posters, and newsletters. Create well-**organized and balanced layouts** for the documents, including using headings, subheadings, and paragraphs effectively, incorporating images and graphics appropriately, and maintaining consistency in design elements throughout the document.

6.3 Image and Graphic Editing: Use basic **image and graphic editing tools**, such as resizing, cropping, and adjusting contrast and brightness, to enhance visual elements in documents and create custom graphics. **Select and insert** relevant images and graphics into the documents, ensuring appropriate **size, resolution, and alignment**, and **understanding copyright rules and guidelines** for using images.

6.4 Typography: Select and use appropriate **fonts, font sizes, and font styles** to create visually **appealing and readable** text for different types of documents, such as brochures, invitations, and reports.

6.5 Text Editing and Proofreading: Demonstrate proficiency in **editing and proofreading** documents for **grammar, spelling, and punctuation errors**, ensuring clear and concise writing.

Implementation Notes

*Marked areas to be taught in a single grade-level semester course.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Exploring Business and Marketing

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code:	C12X01
Prerequisite:	None
Credit:	½ - 1
Grade Level(s):	7-8
Elective Focus- Graduation Requirements:	This course does not count toward concentrator status because it is not part of an approved program of study.
Programs of Study and Sequence	This course serves as a middle school primer for all programs of study in the Business Management & Administration, Finance, and Marketing, Distribution and Logistics career clusters.
Aligned Student Organization(s):	FBLA: http://www.fblatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
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Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html Best for All Central: https://bestforall.tnedu.gov/

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- Participate in the CTSO Fall Leadership Conference, FBLA Fall Leadership Camps, and FBLA Regional and State Leadership Conferences to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
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For more ideas and information, visit Tennessee FBLA at https://www.fblatn.org/.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1–3.2, 6.1–6.3** | Invite guest speakers to discuss potential occupations in business and finance and required technology skills and knowledge.
- **Standards 4.1–4.2** | Host guest speakers from local banks and businesses to discuss the role of finance and money in business and personal finance.

Course Description

Exploring Business and Marketing is a foundational course intended to teach students business fundamentals and concepts while exploring related careers. Upon completion of this course, students will gain collaboration, leadership, and research skills. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Course Standards

1. Careers and the Nature of Work

1.7 Explore Career Pathways: **Identify and describe** a range of **career paths** and related skills, interests, and education requirements by researching career options and interacting with professionals in various fields.

1.8 Collaboration and Teamwork: Work collaboratively with peers to **solve problems** and **complete projects**, demonstrating **effective communication, active listening, and respect** for diverse perspectives.

1.9 Leadership Roles: Demonstrate **leadership skills**, such as **goal setting, decision-making, and delegation**, in both academic, extracurricular, and/or FBLA Middle School settings.

2. Business Basics

2.5 Types of Business: **Identify and describe** different **types of businesses** and their characteristics, including sole proprietorships, partnerships, corporations, and non-profit organizations.

2.6 Business Opportunities: Identify and evaluate potential **business opportunities** and develop basic **entrepreneurial skills**, including **market research**, identifying **customer needs**, and creating a **basic business plan**.

2.7 Business Ethics: Identify and analyze **ethical issues** in business, such as **conflicts of interest**, **social responsibility**, and **fair business** practices.

3. Business Operations

3.1 Products and Services: Develop a **product or service** based on an identified **need**. Explore how products are **produced and priced** for profit. Investigate **delivery models** of products and services.

3.2 Business Support Functions: Understand and explain the **functions of management, human resources, legal, and information technology,** and how their **roles interact** with a business.

4. Money

4.5 Economic Fundamentals: Identify and describe **fundamental economic concepts**, such as **supply and demand, market competition, economic systems**, and the role of government in regulating the economy.

4.6 Money Management in Business: Develop basic **financial skills** for a business, including creating a **budget, forecasting revenues and expenses**, and making informed financial decisions. In addition, understand the need to **raise money, impact of interest, and taxes**.

5. Marketing

5.1 Marketing Concepts: Define **marketing** and its **role in business**. Describe the **four P's** (**product, price, place, promotion**) of marketing and how **market research impacts** them. Investigate how goods and services are marketed to different **target markets**.

5.3 Branding and Intellectual Property: Analyze the impact of **product/service branding and intellectual property** on businesses, including understanding the **nature of branding**, evaluating the impact of a company's **image on income**, and explaining the effect of **copyright/trademark infringement**.

5.4 Sales and Customer Experience: Understand the **basics of sales** and the importance of **customer experience**, including defining **selling, prospecting, and clientele**; describing the steps of the **selling process**; role-playing a sales presentation; exploring **upselling opportunities**; and describing the relationship between sales and the customer experience.

6. Modern Commerce

6.1 Business Practices and Models: Understand the **evolution of business practices** and models over time, including **comparing previous and current practices**; predicting future practices; defining widely used business models; explaining the **impact of technology** on traditional business models and the role of the consumer; and researching a **disruption** to a business model.

6.2 Customer Experience and Service: Discuss the components of a customer experience and the importance of **good customer service**, including describing all the **components of a customer experience**; evaluating examples of **customer experience in retail, dining, and entertainment settings**; exploring possibilities for the **future of customer experience**; and identifying expectations of the **customer of the future**.

6.3 Emerging Business Issues: Understand and analyze **current and emerging business issues**, including identifying **trends and disruptions** in the business world; exploring **ethical and social responsibility** considerations in business; evaluating the **impact of globalization** on business practices, and considering the **role of innovation** and entrepreneurship in driving business growth.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.