

BUSINESS EDUCATION FRAMEWORK

for Nebraska Schools



**Nebraska
Business
Education**

K-12

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Dear Colleagues

The Nebraska Department of Education is committed to providing quality education for all students. Our commitment is expressed in the Essential Curriculum Model.

The Essential Curriculum Model emphasizes the Nebraska Standards in reading/writing, mathematics, science and social studies/history and acknowledges the necessity to complement them with essential learnings in visual and performing arts, foreign language, business education, marketing education, agriculture education, industrial technology, family and consumer sciences, information technology and health and wellness.

The State Board of Education recognizes that:

- The standards in reading/writing, mathematics, science and social studies/history are the foundation of the curriculum.
- The essential learnings in additional areas add depth and breadth, reinforce our standards and strengthen the curriculum as a whole.
- Schools need to provide students with multiple approaches to learning.
- Opportunity to demonstrate achievement should be provided throughout the curriculum by using various methods and strategies.

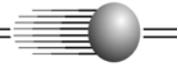
The Essential Curriculum combines the standards and the essential learnings into an educational experience that integrates content and skill mastery as well as analytical thinking, problem solving and creativity. It is important to show how disciplines relate to one another as well as to everyday life. All public schools in Nebraska should offer their students access to the Essential Curriculum.

The Nebraska Department of Education intends that curriculum frameworks be used by schools in examining curriculum, determining important revisions and considering the implementation of national standards such as those that have been developed by the National Business Education Association. The *Nebraska Business Education Framework* identifies essential content knowledge and skills in a manner that provides direction without being prescriptive. This framework is a guide for local decision making.

The *Nebraska Business Education Framework* utilizes the Essential Curriculum Model by identifying the essential skills and concepts that should be integrated throughout the Business Education curricula. It is our hope that this framework provides guidance and support to enhance learning for all students in the State of Nebraska and that it will be used as a resource for local curriculum planning and program improvement.

Sincerely

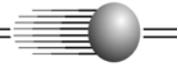
Douglas D. Christensen, Ph.D.
Commissioner of Education



Nebraska Department of Education Essential Curriculum Model



Essential Curriculum		
Standards	Essential Learnings	Learning Support
<ul style="list-style-type: none"> • Reading/Writing • Mathematics • Social Studies/History • Science 	<ul style="list-style-type: none"> • Visual/Performing Arts • Information/Applied Technology • Foreign Languages • Health and Wellness • Career & Technical Ed. [from any of the following areas]: <ul style="list-style-type: none"> - Industrial Technology - Marketing - Family and Consumer Sciences - Business - Agriculture 	<ul style="list-style-type: none"> • Media • Guidance



Acknowledgments

Recognition and appreciation are extended to the many individuals representing teachers, teacher educators, curriculum developers, subject-matter supervisors, administrators and the Nebraska Department of Education who have provided valuable contributions to the Nebraska Business Education Framework.

Joyce McLean of the California Department of Instruction provided valuable support, which helped develop a quality framework in Nebraska.

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An Explanation of the Framework

The *Nebraska Business Education Framework* is designed to provide direction and focus for the identification of what students should know and be able to do in Business Education. **The Framework is not a mandate but a resource to enhance Business Education programs.** Local school districts are encouraged to use the Framework to guide the development of the local business education curriculum.

The Framework is aligned with national and state educational reform and restructuring efforts including the 2001 National Business Education Association Curriculum Standards and the Nebraska Department of Education's Essential Curriculum Model. The Framework is broad based, student centered and flexible.

The Nebraska Business Education Framework can be accessed by clicking on "Framework" at www.nde.state.ne.us/BUSED/behome.htm. The following teaching strategies are also available at this location: Assessment, Crosswalk, International Business, Promotional Strategies and Teaching Strategies for Enhancing Curriculum.

We believe the success of utilizing the Framework lies in teachers and administrators who are committed to providing educational opportunities for applying academics.

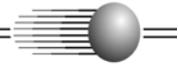
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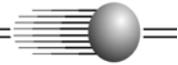


Nebraska Business Education

The Mission of Business Education in Nebraska is to prepare all students to live and work as productive citizens in a global society by providing essential business experiences, education and technology skills in a dynamic learning environment.

We believe education in business provides students with:

- Desirable knowledge, attitudes and skills to live and work as productive citizens
- Educational experiences for personal and professional growth
- Opportunities to apply academic knowledge and skills
- Preparation to meet the challenges of a fast-changing society
- Workplace skills and partnership with the business community



This We Believe About the Need for Business Education

A Statement by the Policies Commission for Business and Economic Education

Statement No. 71, 2002

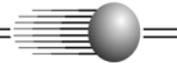
(Statement No. 71 appears on pages 2 through 5 of this document.)

Business education is a vital part of our American educational system and has provided a solid foundation of knowledge and skills for over a century. Business education is education *for* and *about* business. Education *about* business means preparing all learners for the various roles they will play as economically literate citizens. Education *for* business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers. These two major thrusts continue as essential components in all business educational environments and enable individuals to:

- Participate in the global economy
- Function in domestic and international business environments that are characterized by diversity
- Develop information technology skills for creating and managing information and making decisions
- Integrate business concepts and skills with other academic knowledge

Society's Need for Business Education

Business education, a dynamic and diverse discipline, cannot be viewed apart from the society in which it functions. Business educators continually assess how individuals learn and assume new and different roles in a changing global society. As social, political, individual and business needs emerge, the business education curriculum changes to meet those needs. **We believe that** to be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives.

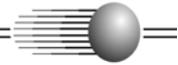


Need for Content Mastery

We believe that business education serves society by enabling individuals throughout their lifetime to develop competencies in these eleven content areas:

Content Area	Individuals Will Be Able To:
Accounting	manage an organization's financial resources; understand how accounting procedures can be applied to decisions about planning, organizing and allocating personal and financial resources
Business Law	analyze the relationship between ethics and the law in conducting business in the national and international marketplace; understand the laws affecting businesses, families and individual consumers
Career Development	develop occupational competence for obtaining business positions and advancing in business careers; understand the ever-evolving requirements of the workplace and the relationship of life-long learning to career success
Communication	master the oral and written communication skills essential to interacting effectively with individuals in the workplace and in society; understand the development of technology and processing skills for acquiring, interpreting, evaluating and managing information
Computation	solve mathematical problems, analyze and interpret data and apply sound decision-making skills in business; understand the general mathematical skills needed to solve business- and consumer-related problems
Economics and Personal Finance	use knowledge about the economy and economic systems to manage the individual's role as an informed citizen, wise consumer and producer of goods and services; understand how to effectively manage personal finances
Entrepreneurship	appreciate the importance of responding to new business opportunities in domestic and international business environments; understand that entrepreneurship integrates the functional areas of business—accounting, finance, marketing and management and the legal and economic environments in which a new venture operates
Information Technology	apply technology to analyze, synthesize and evaluate situations at home, school or work and then to solve problems and complete tasks efficiently and effectively; understand that information technology is an information-gathering, information-organizing and problem-solving tool that supports every discipline
International Business	explore the interrelatedness of political policies and economic practices among countries; understand the interconnectedness of social, cultural, political, legal, economic and ethical factors that shape and impact the international business environment
Management	analyze the organization of a business in the global marketplace; understand various management theories, basic management functions and their interrelationships
Marketing	describe the elements, design and purposes of a marketing plan; understand key business functions that are directly related to marketing activities

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These business content areas are not isolated from each other. Understanding their interrelatedness enables an individual to use the content for creating and managing information, solving problems and making decisions. Business educators provide learning experiences that enable individuals to synthesize the content and become better problem solvers and decision makers.

Need for Value-Added Skills

In the 21st Century, success for both businesses and individuals requires more than content mastery. Human factors also impact the ability of individuals and organizations to be effective. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork and leadership. To function in a global society, individuals also need sensitivity to ethical issues and cultural diversity and an appreciation of the value and dignity of work and interpersonal relationships.

In addition, individuals need information management, critical-thinking and decision-making skills. They must learn how to access information quickly and evaluate the validity of that information. In turn, they use that information to make wise decisions and create new knowledge. Business educators integrate technology as a tool so that learners interrelate business content using information management skills. These information management, critical-thinking and decision-making skills are emphasized in business education programs.

We believe that business education is value added because individuals develop skills that go far beyond content mastery.

Challenges to Meeting the Need

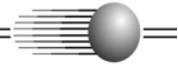
To provide opportunities for all individuals to acquire needed skills and knowledge, business educators must address several challenges. One challenge is to develop a common view of and appreciation for what business education can provide to all individuals, businesses and the community. Business educators must clearly communicate the goals of business education.

Another challenge is to communicate that business education is a laboratory for applying academics. Business educators must collaborate with other academic educators to demonstrate that business education programs help individuals meet academic standards and benchmarks.

An additional challenge is to collaborate with businesses and communities to provide learning experiences that are integrated into the workplace and that become part of all educational opportunities. The dynamic work environment mandates that individuals continually acquire additional skills and knowledge. Business educators must continue to seek opportunities for providing the richness that the workplace and the community bring to learning.

Complex situations in which individuals find themselves require that business education be delivered at different points and places. Thus, an added challenge is to extend flexible delivery systems to meet the needs of diverse groups in varied settings. Among these groups are underserved and special populations.

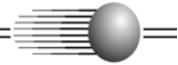
We believe that these challenges can and will be met through a coordinated, cooperative effort.



Meeting the Need

Business education initiatives are driven by the needs of individuals in society. Business educators have extended the delivery of knowledge and skills that are at the core of business education to diverse settings such as work-based learning sites, corporations, correctional institutions, career and technical student organizations and virtual classrooms. Business educators must proactively seek collaborative partners to secure society's commitment to providing business content and value-added skills to all individuals.

Businesses, the community and business educators must build an infrastructure of support to provide universal access to learning opportunities for all individuals. Each segment of a business education delivery system is an essential component in a comprehensive learning environment. All segments must be supported to ensure that individuals become productive and responsible citizens.



Essential Elements for Quality Learning

This section of the Nebraska Business Education Framework identifies recommended essential elements needed to have a quality business education program. The Essential Elements include utilizing a local advisory committee, implementing a variety of assessment measures, supporting career and technical student organizations, incorporating strategies for curriculum integration, infusing diversity throughout the curriculum and instructional strategies, encouraging professionalism and implementing real-world learning experiences.

Advisory Committee

The purpose of a local advisory committee is to help improve and continually update the educational program and to:

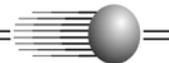
- Identify career and technical education needs of students, the school and the community
- Assist in assessing present and perceivable needs of the area labor market
- Participate in the development of community understanding and support for career and technical education
- Provide work sites for work-based learning opportunities

The use of an advisory committee is an efficient and logical method of providing program evaluation and assessment. The committee members are specialists in their fields. Their awareness of the needs in the community offers the business educator a base for implementing and maintaining realistic and viable programs.

Assessment

School districts may choose to measure standards with norm-referenced, criterion-referenced, classroom-based or purchased test items. Ongoing assessment is a vital component of curriculum and program accountability in an effective School Improvement Plan. Business educators are encouraged to implement a variety of assessment measures to promote quality learning. The School-based Teacher-led Assessment and Reporting System (STARS) established by the Nebraska Department of Education identifies the following Six Quality Assessment Criteria.

- Assessments reflect the state or local standards
- The students have had an opportunity to learn the content
- Assessments are free from bias or offensive references
- Assessment levels are appropriate for students
- There is consistency of scoring
- The mastery levels are appropriate



Career and Technical Student Organizations

Future Business Leaders of America and DECA, an Association of Marketing Students, are national career and technical student organizations for students interested in business or marketing careers.

DECA, an Association of Marketing Students

DECA is a comprehensive organization for students interested in pursuing careers in marketing. DECA provides students with the opportunity to apply marketing education to prepare them for careers in marketing, management and entrepreneurship. Through hands-on experiences, marketing students develop the skills and knowledge necessary for life-long career success.

Future Business Leaders of America (FBLA)

FBLA is a national student association for students interested in leadership development or a career in business. Students in grades 7-12 who have taken or are currently enrolled in at least one business course are eligible to join. The association is organized on the local, state, regional and national levels. Local chapters operate under the guidance of a teacher-adviser in the local school district.

Designed to be an integral component of the instructional program, FBLA provides the business leaders of tomorrow with the necessary skills to successfully compete in the job market, pursue postsecondary education and/or manage personal skills. Members learn how to lead and participate in group decisions by engaging in practical problem-solving and decision-making activities. FBLA links the classroom and the world of work by providing students with the opportunity to learn firsthand about the business community.

A crosswalk or correlation between the Business Education Essential Learnings and the FBLA competitive events is found as Appendix A.

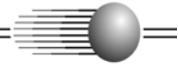
A sample follow-up instrument that could be used to survey former FBLA and/or DECA members has been included as Appendix B. A sample Business Graduate Follow-Up Survey is included as Appendix C.

Curriculum Integration

Standards that clearly identify the knowledge and skills to be learned by students form the foundation for curriculum integration. Curriculum integration promotes the interweaving of theoretical and practical knowledge across the disciplines and helps to make learning more integrated and relevant for the student.

The concept of curriculum integration is supported by the Nebraska Department of Education, which focuses curriculum and instruction on the knowledge to be learned and skills to be demonstrated by students.

Nebraska L.E.A.R.N.S. (Leading Educational Achievement through Rigorous Nebraska Standards) outlines the academic content standards approved by the Nebraska State Board of Education. The Standards state what students should know and be able to do by the end of the first, fourth, eighth and twelfth grades in the areas of mathematics, science, social studies/history and reading/writing. The Nebraska Links to L.E.A.R.N.S. is a crosswalking document that aligns the Nebraska Business Education Essential Learnings with the academic content standards.



Diversity

Business Education affirms that all students should have opportunities for full participation and equal access to the entire spectrum of educational programs and services regardless of differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice and other human differences.

Recognition and appreciation of diversity are apparent within educational programs that provide alternative delivery systems, multiple opportunities for student success and instructional materials and strategies that are tailored to varied learning styles and needs.

Professionalism

Professionalism is defined as involvement within a profession that keeps one abreast of trends, issues, challenges, change and research.

To be distinguished as a professional, a business educator should serve as a role model by:

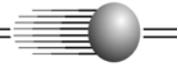
- Implementing instructional activities and practices based on the belief that all children can learn
- Demonstrating high ethical standards
- Establishing and maintaining a good teaching and learning environment
- Accommodating multiple learning styles
- Providing opportunities for all students without discrimination
- Encouraging and promoting good relations among colleagues, administrators and the community
- Continuing personal, professional and educational growth activities
- Joining and actively participating in professional organizations

Real-World Learning Experiences

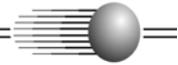
Students are motivated and learn best when they understand the relevance of what they are studying. Perhaps more than any other discipline, business education's programs provide rich opportunities for relevant, real-world learning experiences. These experiences reinforce high academic standards and provide authentic contexts in which students can apply what they learn.

Real-world learning experiences may include:

- School-based Learning—classroom instruction that integrates work-based and school-based learning with academic and occupational skills standards.



- Supporting Activities—a variety of activities that facilitate collaborative learning by having students work together in groups that may include students, teachers, business partners, community partners and others.
- Tech Prep Articulation—education that builds and reinforces strong, systematic, comprehensive linkages between secondary and postsecondary educational institutions. This articulation coordinates academic with career and technical curricula between the secondary and postsecondary levels.
- Work-based Learning—student learning through work experiences, internships, externships, shadowing opportunities and mentoring at job sites.



Definition and Purpose of a Curriculum Framework

Curriculum Frameworks define, support and set parameters for the key ideas, concepts and practices of curriculum and instructional design, development and implementation.

The Nebraska Business Education Framework is designed to be used in examining current curriculum, determining important revisions and considering the implementation of national standards such as those developed by the National Business Education Association.

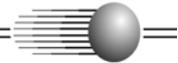
The Framework identifies the content knowledge and skills that provide direction for K-12 Business Education. The Framework is a student-centered resource for school districts to use for local decision making when developing curriculum.

The Essential Learnings are based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers and citizens.

The Crosswalking section, which will be revised at a later date, correlates the Nebraska Business Education Essential Learnings with the eighth- and twelfth-grade standards identified in Nebraska L.E.A.R.N.S. (Leading Educational Achievement through Rigorous Nebraska Standards). Nebraska L.E.A.R.N.S. outlines the academic content standards approved by the Nebraska State Board of Education.

The code preceding each Business Education Essential Learning directs the reader to a specific essential learning within the Nebraska Business Education Framework (BE 12.11 International Business).

The first part of the code is alphabetic and indicates the discipline. The first number indicates the grade level, either 4, 8 or 12. The second number represents the order of the essential learning in the framework.



Format for Essential Learnings

Essential Learnings

An essential learning is defined as “**what a student should know and be able to do.**” The format used for the essential learning has two parts. The first part states the objective for students related to specific curriculum content; it includes the cognitive process component for students, such as “to know,” or “to understand.” The second part of the essential learning explains how students will demonstrate mastery; it includes the performance component such as “to do” or “to demonstrate.”

Each essential learning may include an elementary, middle or secondary level. However, each essential learning may address only one or two of the identified levels.

The elementary level essential learnings are designed to provide awareness of the nature of business, the value of the world of work, the variety of career opportunities and work ethics.

The middle level essential learnings are designed to provide exploration in business that enhance student application of learning and development of critical-thinking, problem-solving and technology skills.

At the secondary level, students master essential business skills and knowledge necessary to enhance their personal living skills and to pursue advanced education and/or a career in business.

Example Indicators

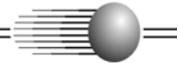
Recommended example indicators include learning experiences that assist students in mastering the essential learnings. It is important to note that the example indicators include a list of indicators (activities) students should be able to perform; however, **the list of indicators is not all inclusive.**

Essential Learning with Example Indicators

The essential learning on the next page is for International Business. The first part of this essential learning states what students will know. The key words are **understand** and **international and domestic concepts**. The second part of the essential learning explains that students will demonstrate their competency by **explaining the interrelatedness of social, cultural, political, legal, economic and ethical factors**.

The example indicators for the International Business Essential Learning identified in the following box as bulleted items are designed to provide direction. The specific design, level of difficulty and choice of materials will be made by the local school district.

Within each group, the essential learnings and the example indicators are presented in **alphabetic order—not in order of priority**. Teachers will determine the most appropriate order of presentation to students.



Example of an Essential Learning

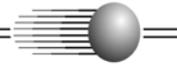
BE 12.11 International Business Essential Learning

Secondary Level

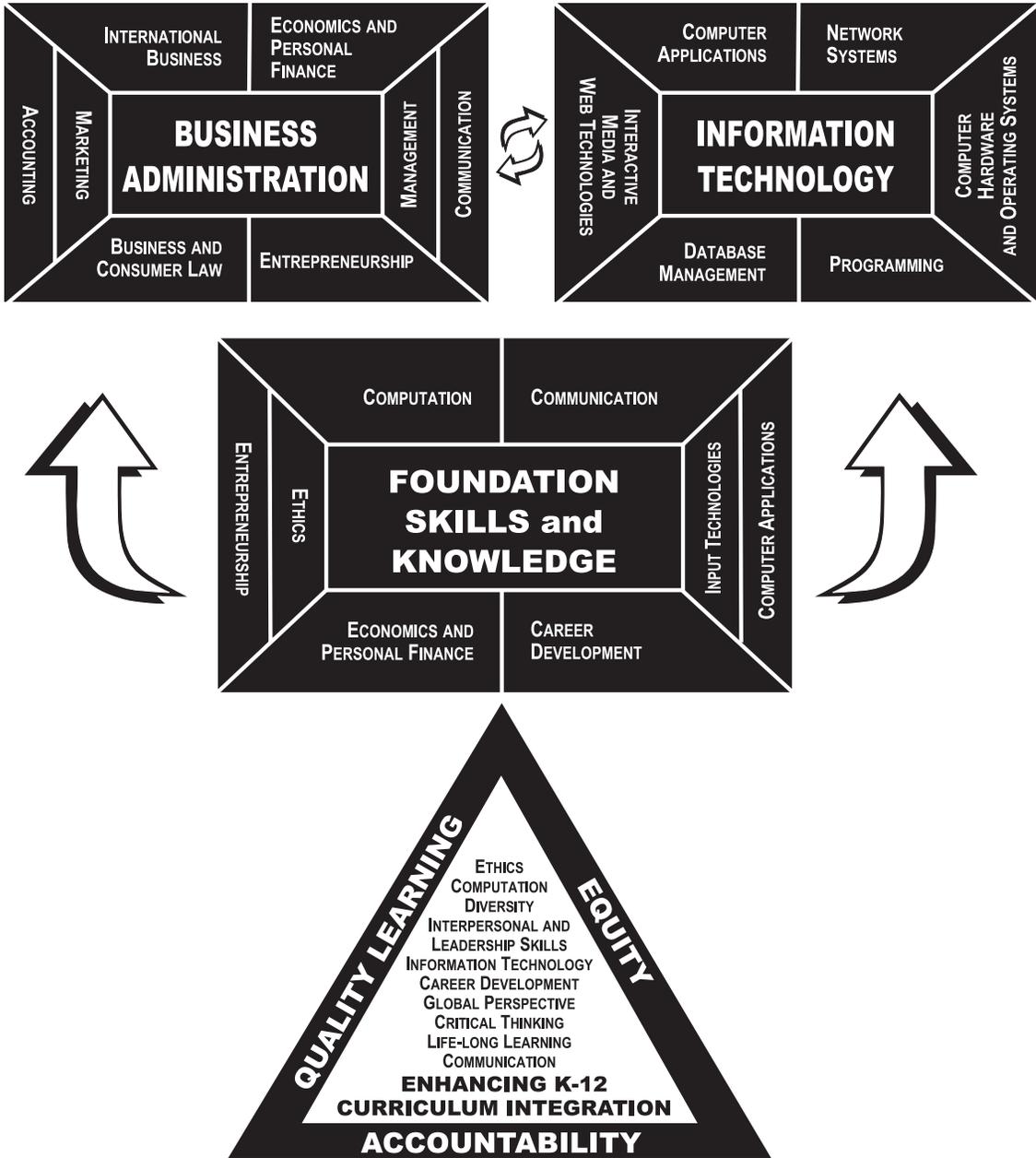
Students will understand the relationship between international and domestic business concepts from a multicultural, global perspective. **They will demonstrate** competency by explaining the interrelatedness of social, cultural, political, legal, economic and ethical factors that shape and impact the international business environment.

Example Indicators

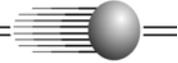
- E-commerce—evaluate e-commerce opportunities and recognize sound business practices specifically related to conducting international business electronically
- Foundations of International Business—explain the role of international business and how it impacts business (geography, career opportunities, travel considerations)
- Global Business Environment—describe the interrelatedness of the social, cultural, political, legal and economic factors that shape and impact the international business environment
- Global Business Ethics—describe the environmental factors that define what is considered ethical business behavior in a global business environment
- International Business Communication—apply traditional and technological communication strategies necessary and appropriate for effective and profitable international business relations and negotiations
- International Finance—explain the concept of currency and exchange and the role of financial institutions
- International Management—explain special challenges in operations, production and human resource management in international business
- International Marketing—describe how the four marketing concepts (product, price, place, promotion) affect international business situations
- Organizational Structures—identify forms of business ownership and entrepreneurial opportunities available in international business
- Trade Relations—explain the balance of trade concepts of the import/export process including trade barriers and agreements



[TOPICS ARE ESSENTIAL LEARNINGS – NOT COURSES]



Business Education Framework Model



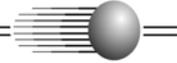
Explanation of Nebraska Business Education Framework Model

Enhancing K-12 Curriculum Integration
Career Development
Communication
Computation
Critical Thinking
Diversity
Ethics
Global Perspective
Information Technology
Interpersonal and Leadership Skills
Life-long Learning

The ten essential learnings, identified within the triangle on the preceding page, represent the skills and knowledge that **all** students should know and be able to do upon completion of high school.

Above the Enhancing K-12 Curriculum Integration triangle are the eight Foundation Skills and Knowledge. These essential learnings (repeated below) include:

Foundation Skills and Knowledge		
Elementary Level	Middle Level	Secondary Level
Career Development	Career Development	Career Development
Communication	Communication	Communication
Computation	Computation	Computation
Computer Applications	Computer Applications	Computer Applications
Economics and Personal Finance	Economics and Personal Finance	Economics and Personal Finance
	Entrepreneurship	
Ethics	Ethics	Ethics
Input Technologies	Input Technologies	



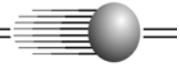
Business education programs are composed of carefully articulated instructional or course sequences that lead students into either of two areas: Business Administration or Information Technology. The directional arrows indicate career opportunities in Business Administration and/or Information Technology leading from the Foundation Skills and Knowledge Essential Learnings.

Students planning to pursue one of the career opportunities in Business Administration can plan a program of study to meet the following eight essential learnings:

Business Administration Essential Learnings		
Elementary Level	Middle Level	Secondary Level
		Accounting
		Business and Consumer Law
Communication	Communication	Communication
Economics and Personal Finance	Economics and Personal Finance	Economics and Personal Finance
	Entrepreneurship	Entrepreneurship
	International Business	International Business
		Management
		Marketing

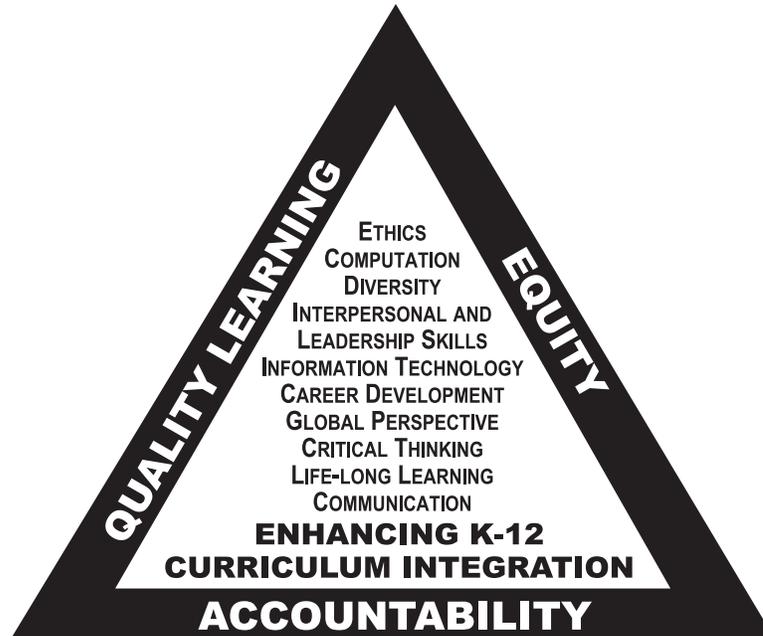
Students planning to pursue one of the career opportunities in Information Technology can plan a program of study to meet the following six essential learnings:

Information Technology Essential Learnings		
Elementary Level	Middle Level	Secondary Level
Computer Applications	Computer Applications	Computer Applications
Computer Hardware and Operating Systems	Computer Hardware and Operating Systems	Computer Hardware and Operating Systems
		Database Management
Interactive Media and Web Technologies	Interactive Media and Web Technologies	Interactive Media and Web Technologies
		Network Systems
		Programming

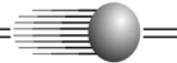


Enhancing K-12 Curriculum Integration

K-12 Curriculum Integration describes the skills and knowledge **all** students need to be responsible members of society. Educators are encouraged to infuse the following Essential Learning Skills into the curriculum in **all** disciplines throughout the K-12 educational system.



The Foundation Skills and Knowledge listed within the triangle are described on the following page. The essential learnings are not in order of priority.



Career Development encompasses a process of career awareness and exploration, job preparation or acquisition and professional growth. Career education is best integrated into the entire curriculum at all academic levels.

Communication encourages the mastery of oral, visual/nonverbal and written skills essential for interacting effectively with people in the diverse workplace and a global society. Of equal importance is the development of technology and processing skills critical for acquiring, interpreting, evaluating and managing information.

Computation involves the ability to solve mathematical problems, analyze and interpret data and apply sound decision making.

Critical Thinking includes logical reasoning, creativity, decision-making and problem-solving skills needed to function as citizens, consumers, workers, managers, business owners and individuals who are directors of their own economic futures.

Diversity affirms that all students should have equal access to and opportunities for participation in the full spectrum of educational programs and services regardless of differences, including age, class, ethnicity, gender, physical and mental ability, race, sexual orientation and spiritual practices.

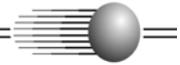
Ethics emphasizes the importance of ethical standards and behaviors in business and real-world situations. Ethics means deciding what is right or wrong in a reasoned and impartial manner.

Global Perspective generates an understanding of how one business or economic event may start a “ripple effect” throughout the world.

Information Technology Applications promotes the ability to analyze, synthesize and evaluate situations at home, school or work and then utilize appropriate and current technology to solve problems and complete tasks efficiently and effectively.

Interpersonal and Leadership Skills emphasizes acquiring and enhancing life-long personal and professional attributes needed for effective leadership and communication in a variety of situations.

Life-long Learning promotes the ongoing pursuit of knowledge through formal education and everyday experiences. The object of education is to prepare learners of all ages to educate themselves throughout their lives.



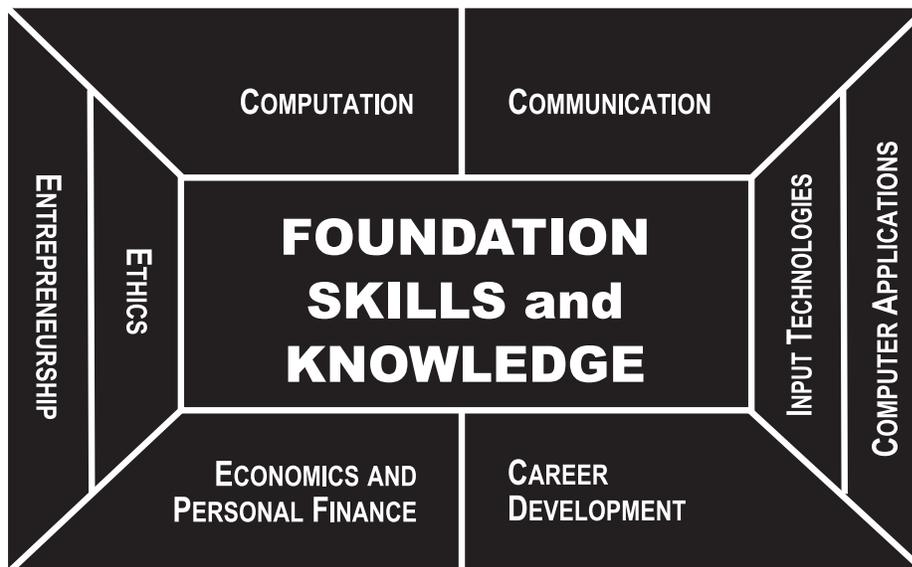
Foundation Skills and Knowledge Essential Learnings

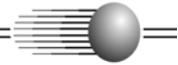
The Nebraska Business Education Framework contains Foundation Skills and Knowledge that may be infused throughout the entire K-12 curriculum.

The elementary school curriculum introduces students to concepts in business, technology and career awareness.

The middle school curriculum moves beyond elementary level concepts to offer opportunities for exploring and developing skills needed to pursue career goals. The Business Education Framework facilitates the reinforcement of basic concepts while introducing business and technological skills.

The secondary curriculum provides the essential business skills and knowledge necessary to enhance personal living skills and to pursue advanced education and/or employment in the business world.





BE 4.1 Career Development Essential Learning

Elementary Level

Students will understand career opportunities and work readiness skills in the career awareness phase of career development. **They will demonstrate** competency by recognizing individual strengths, interests and identifying occupations.

Example Indicators

- Career Awareness—list careers in which one is interested
- Self-Assessment—identify strengths and interests of self and others
- World of Work—list different jobs in family, school and community and describe reasons why people work

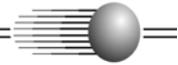
BE 8.1 Career Development Essential Learning

Middle Level

Students will understand personal skills, abilities and aptitudes and personal strengths and weaknesses as they relate to career exploration. **They will demonstrate** competency by identifying and describing a variety of occupations and employment skills.

Example Indicators

- Career Decision-making Skills—identify and select high school courses that will help meet one's interests, needs and career goals
- Career Exploration—list advantages and disadvantages of entering both traditional and nontraditional occupations
- Career Interaction—participate in community service experiences and describe how skills learned and used could be matched to occupations
- Career Interests—evaluate personal interests related to career opportunities
- Career Qualifications—identify qualifications required for various occupations
- Interpersonal Skills—describe the importance of the world of work and demonstrate a positive attitude toward work
- Job Acquisition—develop employment documents (letter of application, resume)



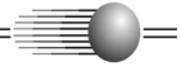
BE 12.1 Career Development Essential Learning

Secondary Level

Students will understand career preparation and job acquisition skills required for employment, professionalism and career transitions in their chosen fields. **They will demonstrate** competency by matching skills and aptitudes for occupations, planning career options and applying job acquisition skills.

Example Indicators

- Career Decision-making Skills—develop a career plan based on information about self
- Career Exploration—explore career opportunities and projected trends nationally and internationally and identify required education and training
- Career Research—explore a variety of domestic and global occupational trends by gathering, evaluating, using and citing employment information from print and online resources
- Employment Transitions—identify transferable competencies and job-specific skills related to career and job options; examine effects of job changes and identify sources for retraining and career transition
- Goal Setting—determine realistic personal and professional goals
- Interest and Aptitude Assessment—examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities
- Job Acquisition—complete employment documents (application, letter of application, follow-up letter, resume) and interview process
- Work Ethics—demonstrate positive work habits and make ethical choices
- Workplace Learning—participate in shadowing, mentoring, internships, paid cooperative education experiences or volunteer experiences in the community to prepare for transition from school to work



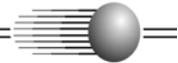
BE 4.2 Communication Essential Learning

Elementary Level

Students will understand the principles of oral and written communication. **They will demonstrate** competency by selecting and using appropriate forms of communication when working individually or in groups.

Example Indicators

- Handwriting—use clear, legible handwriting in all written work or communication
- Listening—demonstrate active listening
- Proofreading—edit and correct text using standard English for sentence structure, usage, punctuation, capitalization and spelling
- Reading—read to interpret directions and acquire knowledge
- Speaking—present ideas and thoughts through verbal communication
- Technological Communication—use technology to enhance the effectiveness of communication
- Technology Research—use a variety of information technology resources to find, classify, order and cite retrieved information
- Writing—express ideas and thoughts in appropriate written form



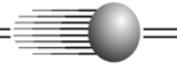
BE 8.2 Communication Essential Learning

Middle Level

Students will understand the principles of oral and written communication. **They will demonstrate** competency by selecting and using appropriate forms of communication when working individually or in groups.

Example Indicators

- Discussion—use discussion skills to assume leadership and participant roles
- Foundations of Communication—present a positive image using clear and courteous verbal and nonverbal communication
- Handwriting—use clear, legible handwriting in all written work or communication
- Intercultural Communication—demonstrate sensitivity toward and an appreciation for a diverse population
- Listening—demonstrate active listening
- Presentations—research, compose and orally present information for a variety of situations utilizing appropriate technology
- Proofreading—edit and correct text using standard English for sentence structure, usage, punctuation, capitalization and spelling
- Research Writing—use relevant, reliable print and electronic resources to create necessary notes, outlines and reference citations
- Teamwork—identify and demonstrate the importance of working cooperatively with peers and authority figures
- Technical Reading—follow and interpret directions, graphs, charts and diagrams found in technical writing
- Technical Writing—write clear and concise instructions
- Technological Communication—use technology to enhance the effectiveness of communication by using proper techniques and e-mail etiquette
- Technology Research—use a variety of information technology resources to find, classify, order and cite information
- Telephone Communication—use proper telephone techniques and etiquette
- Writing—utilize writing skills to describe, explain and inform



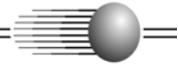
BE 12.2 Communication Essential Learning

Secondary Level

Students will understand the principles of oral and written communication. **They will demonstrate** competency by interacting effectively with people in the workplace and in society.

Example Indicators

- Discussion—participate in and lead group discussions
- Employment Communication—compose, format and edit correspondence and demonstrate appropriate job interview skills
- Foundations of Communication—present a positive image using clear and courteous verbal and nonverbal communication
- Intercultural Communication—demonstrate sensitivity toward and an appreciation for a diverse population
- International Communication—develop an awareness of the language and varying customs required for effective international communication
- Listening—demonstrate active listening
- Organizational Communication—incorporate appropriate leadership and supervision techniques, customer service strategies and personal ethics to communicate effectively with business constituencies (customer relations, business relationships, leadership, supervisory communication, personal ethics)
- Presentations—research, compose and orally present information for a variety of situations utilizing appropriate technology
- Proofreading—edit and correct text using standard English for sentence structure, usage, punctuation, capitalization and spelling
- Research Writing—use relevant, reliable print and electronic resources to create necessary notes, outlines and reference citations
- Technical Reading—follow and interpret directions, graphs, charts and diagrams found in technical writing
- Technical Writing—compose and produce a variety of business messages and reports using correct style, format and content
- Technological Communication—use technology to enhance the effectiveness of communication by using proper techniques and e-mail etiquette
- Technology Research—use a variety of information technology resources to evaluate the bias of information sources



BE 4.3 Computation Essential Learning

Elementary Level

Students will understand basic mathematical operations to solve problems. **They will demonstrate** competency by analyzing and selecting appropriate mathematical processes.

Example Indicators

- Calculations—solve problems involving whole numbers, decimals, fractions and percents
- Estimating—solve problems by predicting solutions
- Making Change—calculate and count change

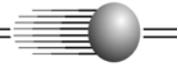
BE 8.3 Computation Essential Learning

Middle Level

Students will understand basic mathematical and business computations. **They will demonstrate** competency by performing calculations when engaging in personal financial and business transactions.

Example Indicators

- Calculations—solve problems involving whole numbers, decimals, fractions, percents, ratios, averages and proportions
- Percentages—figure prices, interest and discounts
- Problem Solving—use mathematical procedures to analyze and solve business problems
- Statistics—analyze and interpret statistical data in charts, tables and graphs



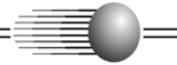
BE 12.3 Computation Essential Learning

Secondary Level

Students will understand mathematical procedures and tools to analyze and solve business problems. **They will demonstrate** competency by preparing and maintaining financial records and interpreting financial information.

Example Indicators

- Accounting Applications—apply mathematical computations to analyze business documents, calculate earnings and payroll, estimate depreciation, assess inventory and quantify the cost of doing business
- Credit Management—use mathematical procedures to compute the cost of credit, calculate interest and determine payments
- Financial Management—use mathematical procedures to prepare a budget, maintain financial records, reconcile bank statements and determine net worth
- Savings and Investments—use mathematical procedures to calculate the purchase price of stock and bond transactions, compute interest and compare rates of return on investments
- Taxation—use mathematical procedures to compute and prepare income tax returns and calculate sales, estate and other taxes
- Technology Tools—use appropriate technology to perform calculations, apply formulas and create graphs



BE 4.4 Computer Applications Essential Learning

Elementary Level

Students will understand a variety of software applications. **They will demonstrate** competency by using application and instructional software.

Example Indicators

- Basic Communication—discuss application software for composing and sending e-mail messages using a web browser
- Ethics—adhere to school technology-use guidelines and identify the consequences of misuse
- Features—use basic application features to create and format a new document, save and print a document and open an existing document
- Technology Projects—use application software (word processing, graphics, web browser, presentation) to prepare developmentally appropriate projects
- Technology Resources—use technology resources for problem solving, communication and illustration of thoughts, ideas and stories

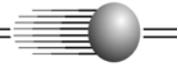
BE 8.4 Computer Applications Essential Learning

Middle Level

Students will understand application software. **They will demonstrate** competency by utilizing appropriate software for specific tasks.

Example Indicators

- Application Software—use application software (word processing, spreadsheet, database, presentation) and intermediate application features (headers and footers, page numbering, tables, graphic formatting, formulas, charting)
- Emerging Applications—use emerging application software (scanners, digital cameras, voice-activated applications, wireless devices)
- Ethical Issues—identify ethical issues in the information technology field and describe the consequences of misuse
- Policies—follow safety and security policies (acceptable use policy, web page policy, student information policy)
- Resource Materials—use online and offline help, tutorials and resources to learn software
- Technology Research—locate, analyze, access, exchange, organize and synthesize information



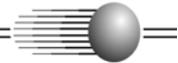
BE 12.4 Computer Applications Essential Learning

Secondary Level

Students will understand a variety of application software. **They will demonstrate** competency by utilizing appropriate software for specific tasks.

Example Indicators

- Advanced Features—use advanced features (graph, merge, sort, filter, link, embed) of common application software
- Application Software—use application software (word processing, desktop publishing, spreadsheet, database, presentation)
- Career Identification—discuss common tasks, career paths and educational requirements in the areas of word processing, spreadsheet, database, desktop publishing, presentation and electronic communication
- Certification—demonstrate proficiency of application software through industry certifications
- Collaborative Features—use collaborative features (document sharing, whiteboard, web conferencing) of software applications to complete tasks
- Ethics—examine and adhere to acceptable uses of computer application software and hardware
- Legal Issues—discuss federal and state laws pertaining to computer use (computer crime and abuse, copyright infringement, plagiarism)
- Policies—follow safety and security policies (acceptable use policy, web page policy, student information policy)
- Problem-Solving Techniques—diagnose, evaluate and identify the use of software to solve specific problems
- Reference Materials—use application reference materials (online help, vendor sites, tutorials, manuals) to complete tasks or solve problems
- Technology Research—use effective online information resources to support research



BE 4.5 Economics and Personal Finance Essential Learning

Elementary Level

Students will understand how producers and consumers contribute to the economy. **They will demonstrate** competency by developing concepts of choice, government, markets, money and work.

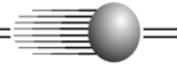
Example Indicators

Economics

- Basic Economic Concepts—identify and demonstrate understanding of the basic economic concepts (needs and wants, goods and services, role of money, consumers and producers, scarcity, taxation, economic specialization, barter systems, economic interdependence) by making wise personal choices
- Government—discuss the role of government in the utilization of human, natural and capital resources to produce and distribute goods and services
- Markets—describe a market economy and the interdependence of producers and consumers in relation to supply and demand for goods and services
- Money—describe the use of money as a unit of measurement and medium of exchange
- Work—describe responsibilities and choices related to paid and unpaid work

Personal Finance

- Income—identify how families and individuals earn, spend and save money
- Money Management—explain how limited personal financial resources combined with needs and wants affect the choices people make
- Saving and Investing—explain the reasons for saving and investing
- Spending and Credit—explore and discuss information about goods, services and payment options



BE 8.5 Economics and Personal Finance Essential Learning

Middle Level

Students will understand economic and money management concepts that influence personal, business and government decisions. **They will demonstrate** competency by practicing the role of citizens as consumers, producers, savers and investors in the market system.

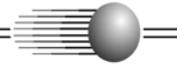
Example Indicators

Economics

- Basic and International Concepts—describe concepts including gross domestic product, unemployment, trade practices, exchange rates, prices, profit, competition, income distribution, supply and demand, inflation, entrepreneurship and productivity
- Economic Systems—describe and compare how traditional, command and market economic systems are impacted by government policies
- Productivity—analyze and discuss the impact of investments and specialization on individual and business output

Personal Finance

- Career—describe skills necessary for career opportunities (individual abilities, skills, education) and the relationship to financial goals
- Money Management—describe and discuss financial choices and their benefits, costs and future consequences by performing basic financial tasks
- Saving and Investment—compare the risk, return and liquidity of saving and investment alternatives
- Spending and Credit—describe common forms of credit, purchases and warranties



BE 12.5 Economics and Personal Finance Essential Learning

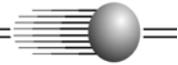
Secondary Level

Students will understand basic economic and financial principles in order to make wise domestic and global economic decisions related to their personal financial affairs, the successful operation of organizations and the economic activities of the country. **They will demonstrate** competency by applying economic and personal financial reasoning to individual, business and government practices.

Example Indicators

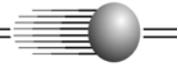
Economics

- Aggregate Supply and Aggregate Demand—examine how the United States' economy functions as a whole and describe measures of economic activity
- Allocation of Resources and Economic Systems—compare the United States' political and economic systems with those of foreign nations in relation to decision making and allocation of resources
- Economic Indicators—examine and discuss gross domestic product, gross national product, consumer price index, exchange rates and other measures of economic conditions
- Economic Institutions and Incentives—identify characteristics of the United States' free market economy, the role of core economic institutions and incentives that influence the behaviors of institutions (households, businesses, financial institutions, government agencies, labor unions, non-profit organizations)
- Ethics—describe positive ethical economic behaviors
- Information Technology—use technology and economic skills to make wise personal financial decisions based on inflation and present and future value of money
- International Economic Concepts—explain the role of trade, protectionism and monetary markets in a global economy
- Market Structures—compare and contrast the different types of market structures and the effect they have on the price and quality of the goods and services produced
- Markets and Prices—analyze and describe the role of markets and prices in the United States economy
- Productivity—explain the importance of productivity and how it is affected through specialization, division of labor, investment in physical and human capital and technological change
- Role of Government—analyze and discuss the role of government in economic systems, especially that of the United States



Personal Finance

- Banking and Financial Services—identify financial services and resources (financial accounts, electronic banking)
- Budgeting and Financial Management—develop and evaluate a personal financial plan based on individual resources
- Consumer Management—explain and identify a research technique and a decision-making model to maximize consumer satisfaction and safety when buying goods and services
- Credit Management—analyze and discuss factors that affect the choice of credit, cost of credit and legal aspects of credit
- Ethics—describe, develop and practice positive ethical consumer behaviors and gain an awareness of consumer protection guidelines
- Information Technology—apply computer-related technology through the use of e-banking, e-commerce and electronic record keeping
- Personal Decision Making/Resource Management—use a sound decision-making process as it applies to the roles of consumers, workers and citizens
- Productive Citizenship—identify various forms of income and outline factors that affect income as a part of the career decision-making process
- Risk Management—summarize choices available to consumers for protection against risk and financial loss
- Saving and Investing—evaluate saving and investment options to meet short- and long-term goals, including knowledge of present and future value of money
- Taxes—describe the impact of taxes on personal financial planning, including sales, property and income taxes through application activities



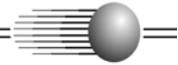
BE 8.6 Entrepreneurship Essential Learning

Middle Level

Students will understand and develop an appreciation for local, regional and global business opportunities. **They will demonstrate** competency by identifying basic business beliefs and practices.

Example Indicators

- Business Ownership—compare and contrast types of ownership including proprietorships, partnerships, corporations and franchises
- Economics—explain the structure of the U.S. economy and the role of citizens as producers/consumers
- Entrepreneurs and Entrepreneurial Opportunities—identify entrepreneurial characteristics and explore career opportunities
- Ethics—discuss examples of honest and dishonest business practices
- Global Markets—relate local and regional businesses to the global marketplace
- Profit—discuss the importance of profit for successful business ownership



BE 4.7 Ethics Essential Learning

Elementary Level

Students will understand the importance of character/ethics in the world around them. **They will demonstrate** competency by showing respect for others, demonstrating cooperation in group projects and adhering to classroom rules, school policies and technology-use guidelines.

Example Indicators

- Conflict Resolution—discuss how to solve conflicts fairly without intimidation or violence
- Cooperative Learning—demonstrate responsibility as a participating group member
- Integrity—demonstrate honesty and integrity when following classroom rules, school policies and copyright and computer-use guidelines
- Respect—demonstrate respect for self, others, and school property and equipment
- Technology Issues—discuss the confidentiality of passwords and the risks and dangers of sharing personal information

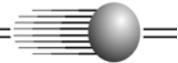
BE 8.7 Ethics Essential Learning

Middle School

Students will understand the importance of character/ethics in the world around them. **They will demonstrate** competency by showing respect for others, demonstrating cooperation in group projects and adhering to technology-use guidelines.

Example Indicators

- Conflict Resolution—discuss how to solve conflicts fairly without intimidation or violence
- Cooperative Learning— demonstrate responsibility as a participating group member
- Ethical Issues—discuss the ethical standards and expectations of employers in the community
- Technology Issues—discuss federal and state laws pertaining to computer crime and abuse (copyright, plagiarism)



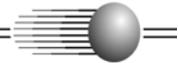
BE 12.7 Ethics Essential Learning

Secondary Level

Students will understand the importance of business ethics at the individual, organizational, technological, professional, societal and international levels. **They will demonstrate** competency by identifying why ethical problems exist, examining ethical models, applying ethical reasoning and adhering to ethical use policies.

Example Indicators

- Ethical Issues—examine and discuss current ethical conflicts and issues facing businesses (discrimination, divulging confidential information or trade secrets, employee conflict of interest, expense account abuse, manipulation or destruction of records, offering or taking kickbacks, stealing from the company)
- Ethical Problems—identify examples of ethical conflict that occur in business (accounting, advertising, banking and finance, law, manufacturing, media, medicine, product safety and liability, sales and the workplace)
- Ethical Reasoning—discuss ethical principles and appropriate models of ethical reasoning to solve moral dilemmas and ethical conflict
- Ethics—explain the consequences of unethical or illegal behaviors in business, technology and the workplace
- Legal Issues—describe domestic and international laws that affect how business is transacted in the United States and abroad (Foreign Corrupt Practices Act, Whistleblowers Act)
- Technology Issues—follow organizational policies as well as federal and state laws pertaining to computer crime and abuse (data security, copyright infringement, plagiarism, use of technology in school and workplace environments)



BE 4.8 Input Technologies Essential Learning

Elementary Level

Students will understand input technologies. **They will demonstrate** competency by using input technologies appropriately to enter and manipulate text and data.

Example Indicators

- Ergonomics—use appropriate ergonomic practices for information technology tasks
- Input Devices—use a variety of input technologies (keyboard, scanner, speech recognition, handwriting recognition, touch screen, digital pen, mouse, wireless devices) to compose and edit documents
- Input Techniques—use proper input techniques to avoid repetitive stress injuries

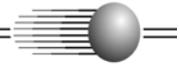
BE 8.8 Input Technologies Essential Learning

Middle Level

Students will understand input technologies. **They will demonstrate** competency by using input technologies appropriately to enter and manipulate text and data.

Example Indicators

- Business Application—apply input technology skills for acceptable speed and accuracy levels that follow the expectations of employers
- Ergonomics—use appropriate ergonomic practices for information technology tasks
- Input Devices—use a variety of input technologies (keyboard, scanner, speech recognition, handwriting recognition, touch screen, digital pen, mouse, wireless devices) to compose and edit documents
- Input Techniques—use proper techniques during skill development to avoid repetitive stress injuries



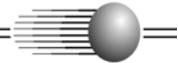
Business Administration Essential Learnings

The Business Administration Essential Learnings build on the standards introduced at the elementary and middle levels. These essential learnings facilitate integration with other disciplines and articulation with other educational levels. They emphasize both personal and business practices utilizing activities for all students in a diverse society.

The elementary and middle level essential learnings focus on concepts for effective decision making as consumers and workers. Instructional content at the secondary level identifies career opportunities in business, reinforces the skills necessary for school-to-career transition, develops leadership qualities, provides foundation concepts for postsecondary study in business and enhances effective decision making as consumers, workers and citizens.



The Business Administration Career Cluster Initiative is explained in the Career Pathways section of this document.



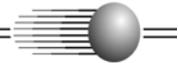
BE 12.9 Accounting Essential Learning

Secondary Level

Students will understand how to manage an organization's and/or personal financial resources. **They will demonstrate** competency by preparing, maintaining and interpreting accounting records.

Example Indicators

- Accounting Cycle—explain the purpose and complete the steps in the accounting cycle
- Accounting Process—apply generally accepted accounting principles to determine the value of assets, liabilities and owner's equity
- Business Ethics—analyze and discuss the ethics of common business situations
- Careers—identify employment opportunities available in the field of accounting
- Electronic Application—apply generally accepted accounting principles to complete domestic and international e-commerce transactions
- Financial Computations—use mathematical concepts to complete theoretical and applied financial transactions
- Financial Statements and Analysis—prepare, interpret and analyze financial statements using manual and computerized systems for service, merchandising and manufacturing businesses, in addition to personal applications
- Information Technology—apply computer and related technologies to accounting concepts (spreadsheets, other related accounting software)
- Interpretation and Use of Data—use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions
- Special Applications—use appropriate accounting principles for payroll, budgeting, inventory control, income taxation, managerial systems and various types of ownership



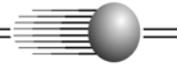
BE 12.10 Business and Consumer Law Essential Learning

Secondary Level

Students will understand the relationship between ethics and the law in conducting business and assuming roles as citizens, workers and consumers in a global society. **They will demonstrate** competency by describing and applying personal and business law to situations with potential local, national and international impact.

Example Indicators

- Agency and Employment—analyze and discuss the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplace
- Basics of the Law—analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system and different classifications of procedural and substantive law
- Business Organizations—describe major types of business organizations (sole proprietorships, partnerships, corporations, limited-liability companies) operating within the national and international marketplace
- Computer Law—explain or define key terms and issues involved in computer law
- Contract, Sale and Consumer Law—analyze and discuss the relationship between contract law, law of sales and consumer law
- Domestic Relations Law—describe legal rules that apply to marriage, divorce and child custody
- Environmental Law and Regulation—describe legal rules that apply to the environment and energy regulations
- Property Law—describe legal rules that apply to personal property and real property
- Purchasing Power—define function of commercial paper, insurance, secured transactions and bankruptcy
- Wills and Trusts—evaluate appropriateness of wills and trusts in estate planning



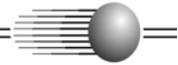
BE 4.2 Communication Essential Learning

Elementary Level

Students will understand the principles of oral and written communication. **They will demonstrate** competency by selecting and using appropriate forms of communication when working individually or in groups.

Example Indicators

- Handwriting—use clear, legible handwriting in all written work or communication
- Listening—demonstrate active listening
- Proofreading—edit and correct text using standard English for sentence structure, usage, punctuation, capitalization and spelling
- Reading—read to interpret directions and acquire knowledge
- Speaking—present ideas and thoughts through verbal communication
- Technological Communication—use technology to enhance the effectiveness of communication
- Technology Research—use a variety of information technology resources to find, classify, order and cite retrieved information
- Writing—express ideas and thoughts in appropriate written form



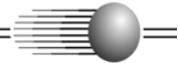
BE 8.2 Communication Essential Learning

Middle Level

Students will understand the principles of oral and written communication. **They will demonstrate** competency by selecting and using appropriate forms of communication when working individually or in groups.

Example Indicators

- Discussion—use discussion skills to assume leadership and participant roles
- Foundations of Communication—present a positive image using clear and courteous verbal and nonverbal communication
- Handwriting—use clear, legible handwriting in all written work or communication
- Intercultural Communication—demonstrate sensitivity toward and an appreciation for a diverse population
- Listening—demonstrate active listening
- Presentations—research, compose and orally present information for a variety of situations utilizing appropriate technology
- Proofreading—edit and correct text using standard English for sentence structure, usage, punctuation, capitalization and spelling
- Research Writing—use relevant, reliable print and electronic resources to create necessary notes, outlines and reference citations
- Teamwork—identify and demonstrate the importance of working cooperatively with peers and authority figures
- Technical Reading—follow and interpret directions, graphs, charts and diagrams found in technical writing
- Technical Writing—write clear and concise instructions
- Technological Communication—use technology to enhance the effectiveness of communication by using proper techniques and e-mail etiquette
- Technology Research—use a variety of information technology resources to find, classify, order and cite information
- Telephone Communication—use proper telephone techniques and etiquette
- Writing—utilize writing skills to describe, explain and inform



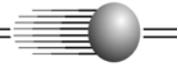
BE 12.2 Communication Essential Learning

Secondary Level

Students will understand the principles of oral and written communication. **They will demonstrate** competency by interacting effectively with people in the workplace and in society.

Example Indicators

- Discussion—participate in and lead group discussions
- Employment Communication—compose, format and edit correspondence and demonstrate appropriate job interview skills
- Foundations of Communication—present a positive image using clear and courteous verbal and nonverbal communication
- Intercultural Communication—demonstrate sensitivity toward and an appreciation for a diverse population
- International Communication—develop an awareness of the language and varying customs required for effective international communication
- Listening—demonstrate active listening
- Organizational Communication—incorporate appropriate leadership and supervision techniques, customer service strategies and personal ethics to communicate effectively with business constituencies (customer relations, business relationships, leadership, supervisory communication, personal ethics)
- Presentations—research, compose and orally present information for a variety of situations utilizing appropriate technology
- Proofreading—edit and correct text using standard English for sentence structure, usage, punctuation, capitalization and spelling
- Research Writing—use relevant, reliable print and electronic resources to create necessary notes, outlines and reference citations
- Technical Reading—follow and interpret directions, graphs, charts and diagrams found in technical writing
- Technical Writing—compose and produce a variety of business messages and reports using correct style, format and content
- Technological Communication—use technology to enhance the effectiveness of communication by using proper techniques and e-mail etiquette
- Technology Research—use a variety of information technology resources to evaluate the bias of information sources



BE 4.5 Economics & Personal Finance Essential Learning

Elementary Level

Students will understand how producers and consumers contribute to the economy. **They will demonstrate** competency by developing concepts of choice, government, markets, money and work.

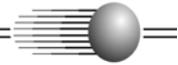
Example Indicators

Economics

- Basic Economic Concepts—identify and demonstrate understanding of the basic economic concepts (needs and wants, goods and services, role of money, consumers and producers, scarcity, taxation, economic specialization, barter systems, economic interdependence) by making wise personal choices
- Government—discuss the role of government in the utilization of human, natural and capital resources in order to produce and distribute goods and services
- Markets—describe a market economy and the interdependence of producers and consumers in relation to supply and demand for goods and services
- Money—describe the use of money as a unit of measurement and medium of exchange
- Work—describe responsibilities and choices related to paid and unpaid work

Personal Finance

- Income—identify how families and individuals earn, spend and save money
- Money Management—explain how limited personal financial resources combined with needs and wants affect the choices people make
- Saving and Investing—explain the reasons for saving and investing
- Spending and Credit—explore and discuss information about goods, services and payment options



BE 8.5 Economics and Personal Finance Essential Learning

Middle Level

Students will understand economic and money management concepts that influence personal, business and government decisions. **They will demonstrate** competency by practicing the role of citizens as consumers, producers, savers and investors in the market system.

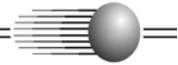
Example Indicators

Economics

- Basic and International Concepts—describe concepts including gross domestic product, unemployment, trade practices, exchange rates, prices, profit, competition, income distribution, supply and demand, inflation, entrepreneurship and productivity
- Economic Systems—describe and compare how traditional, command and market economic systems are impacted by government policies
- Productivity—analyze and discuss the impact of investments and specialization on individual and business output

Personal Finance

- Career—describe skills necessary for career opportunities (individual abilities, skills, education) and the relationship to financial goals
- Money Management—describe and discuss financial choices and their benefits, costs and future consequences by performing basic financial tasks
- Saving and Investment—compare the risk, return and liquidity of saving and investment alternatives
- Spending and Credit—describe common forms of credit, purchases and warranties



BE 12.5 Economics and Personal Finance Essential Learning

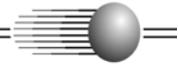
Secondary Level

Students will understand basic economic and financial principles in order to make wise domestic and global economic decisions related to their personal financial affairs, the successful operation of organizations and the economic activities of the country. **They will demonstrate** competency by applying economic and personal financial reasoning to individual, business and government practices.

Example Indicators

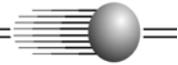
Economics

- Aggregate Supply and Aggregate Demand—examine how the United States’ economy functions as a whole and describe measures of economic activity
- Allocation of Resources and Economic Systems—compare the United States’ political and economic systems with those of foreign nations in relation to decision making and allocation of resources
- Economic Indicators—examine and discuss gross domestic product, gross national product, consumer price index, exchange rates and other measures of economic conditions
- Economic Institutions and Incentives—identify characteristics of the United States’ free market economy, the role of core economic institutions and incentives that influence the behaviors of institutions (households, businesses, financial institutions, government agencies, labor unions, non-profit organizations)
- Ethics—describe positive ethical economic behaviors
- Information Technology—use technology and economic skills to make wise personal financial decisions based on inflation and present and future value of money
- International Economic Concepts—explain the role of trade, protectionism and monetary markets in a global economy
- Market Structures—compare and contrast the different types of market structures and the effect they have on the price and quality of the goods and services produced
- Markets and Prices—analyze and describe the role of markets and prices in the United States economy
- Productivity—explain the importance of productivity and how it is affected through specialization, division of labor, investment in physical and human capital and technological change
- Role of Government—analyze and discuss the role of government in economic systems, especially that of the United States



Personal Finance

- Banking and Financial Services—identify financial services and resources (financial accounts, electronic banking)
- Budgeting and Financial Management—develop and evaluate a personal financial plan based on individual resources
- Consumer Management—explain and identify a research technique and a decision-making model to maximize consumer satisfaction and safety when buying goods and services
- Credit Management—analyze and discuss factors that affect the choice of credit, cost of credit and legal aspects of credit
- Ethics—describe, develop and practice positive ethical consumer behaviors and gain an awareness of consumer protection guidelines
- Information Technology—apply computer-related technology through the use of e-banking, e-commerce and electronic record keeping
- Personal Decision Making/Resource Management—use a sound decision-making process as it applies to the roles of consumers, workers and citizens
- Productive Citizenship—identify various forms of income and outline factors that affect income as a part of the career decision-making process
- Risk Management—summarize choices available to consumers for protection against risk and financial loss
- Saving and Investing—evaluate saving and investment options to meet short- and long-term goals, including knowledge of present and future value of money
- Taxes—describe the impact of taxes on personal financial planning, including sales, property and income taxes through application activities



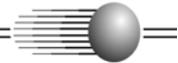
BE 8.6 Entrepreneurship Essential Learning

Middle Level

Students will understand and develop an appreciation for local, regional and global business opportunities. **They will demonstrate** competency by identifying basic business beliefs and practices.

Example Indicators

- Business Ownership—compare and contrast types of ownership including proprietorships, partnerships, corporations and franchises
- Economics—explain the structure of the U.S. economy and the role of citizens as producers/consumers
- Entrepreneurs and Entrepreneurial Opportunities—identify entrepreneurial characteristics and explore career opportunities
- Ethics—discuss examples of honest and dishonest business practices
- Global Markets—compare local and regional businesses to the global marketplace
- Profit—discuss the importance of profit for successful business ownership



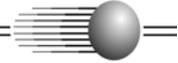
BE 12.6 Entrepreneurship Essential Learning

Secondary Level

Students will understand the importance of recognizing and acting on local, regional and global business opportunities in small business and corporate environments. **They will demonstrate** competency by identifying a business opportunity and researching and developing a business plan.

Example Indicators

- Business Plans—develop and communicate the elements of a business plan designed for organizing and operating a business
- E-commerce—evaluate e-commerce opportunities and discuss sound business practices specifically related to conducting business electronically
- Economics—define and apply economic concepts (price, profit, risk, governmental role) when making decisions for an entrepreneurial venture
- Entrepreneurs and Entrepreneurial Opportunities—identify entrepreneurial characteristics and the role of the entrepreneur in business, utilize the problem-solving process and discuss opportunities to work in the competitive corporate world
- Finance—maintain and utilize financial records to determine cash needs, identify sources and types of funding and interpret financial statements
- Global Markets—describe the effect of cultural differences, export/import opportunities and trends on an entrepreneurial venture in the global marketplace
- Information Technology—apply computer and related technologies to entrepreneurial concepts (spreadsheet, database, software designed for the creation of business plans)
- Legal Implications—analyze and explain how forms of business ownership, government regulations and business ethics affect entrepreneurial ventures
- Management Plan—develop a management plan that describes establishing goals, hiring employees, building teams and monitoring achievement and risk
- Managerial Characteristics—identify management skills (compromise, team building, consensus building, time management, flexibility)
- Marketing—identify and establish a target market



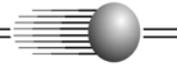
BE 8.11 International Business Essential Learning

Middle Level

Students will understand the relationship between international and domestic economies and markets from a global perspective. **They will demonstrate** competency by explaining the economic and market impact of the international business environment.

Example Indicators

- Global Economies—compare capitalism to economic systems in other countries
- Global Markets—describe how consumers affect the economy as it relates to increasing global markets



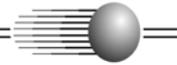
BE 12.11 International Business Essential Learning

Secondary Level

Students will understand the relationship between international and domestic business concepts from a multicultural, global perspective. **They will demonstrate** competency by explaining the interrelatedness of social, cultural, political, legal, economic and ethical factors that shape and impact the international business environment.

Example Indicators

- E-commerce—evaluate e-commerce opportunities and recognize sound business practices specifically related to conducting international business electronically
- Foundations of International Business—explain the role of international business and how it impacts business (geography, career opportunities, travel considerations)
- Global Business Environment—describe the interrelatedness of the social, cultural, political, legal and economic factors that shape and impact the international business environment
- Global Business Ethics—describe the environmental factors that define ethical business behavior in a global business environment
- International Business Communication—describe traditional and technological communication strategies necessary and appropriate for effective and profitable international business relations and negotiations
- International Finance—explain the concept of currency and exchange and the role of financial institutions
- International Management—explain special challenges in operations, production and human resource management in international business
- International Marketing—describe how the four marketing concepts (product, price, place, promotion) affect international business situations
- Organizational Structures—identify forms of business ownership and entrepreneurial opportunities available in international business
- Trade Relations—explain the balance of trade concepts of the import/export process including trade barriers and agreements



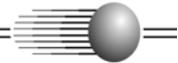
BE 12.12 Management Essential Learning

Secondary Level

Students will understand the process of using organizational resources and managerial principles to effectively achieve the goals of a business. **They will demonstrate** competency by describing and applying various management theories, functions and principles that contribute to an organization's success.

Example Indicators

- Business Organization—compare forms of ownership, management levels and organizational structure in business
- Ethics and Social Responsibility—explain the role of ethics and social responsibility in decision making
- Financial Decision Making—interpret financial data influenced by internal and external factors in order to make short-term and long-term decisions
- Global Perspective—discuss the issues of managing in the global environment (legal issues, economic considerations, workplace diversity, partnering)
- Human Resource Management—describe human resource functions (planning, recruiting, selecting, developing, evaluating and transitioning employees) and identify suitable compensation packages and incentive programs
- Industry Analysis—discuss a business organization's competitive position within the industry while identifying essential internal and external sources of data
- Management Functions—describe the management functions (planning, organizing, leading/directing, evaluating/controlling) and their implementation and integration within the business environment
- Management Theories—explain management theories and their application within a business environment
- Operations Management—compare and contrast operations management principles and procedures to the design of an operations plan (product design, scheduling, materials procurement, inventory management, quality standards)
- Organized Labor—describe the role of organized labor and its influence on government and business
- Personal Management Skills—discuss time and stress management skills, communication skills and networking skills that nurture professional growth for life-long learning and career development
- Technology and Information Management—utilize information and technology tools to conduct and manage traditional/e-business effectively



BE 12.13 Marketing Essential Learning

Secondary Level

Students will understand and apply marketing, management and entrepreneurial principles to make rational economic decisions and to exhibit social responsibility in a global economy. **They will demonstrate** the ability to use marketing for personal use, career exploration and the development of advanced management and entrepreneurial skills.

Example Indicators

Foundations

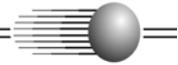
(The foundations are fundamental to an understanding of marketing and can be viewed as co-requisites and as prerequisites.)

- Business Management and Entrepreneurship—discuss fundamental business management and entrepreneurial concepts that affect business decision making
- Communication and Interpersonal Skills—review concepts, strategies and systems needed to interact effectively with others
- Customer Service—identify successful marketing strategies that are built on positive customer relationships
- Economics—explain economic principles and concepts fundamental to marketing
- Information Technology—apply computer and related technologies to marketing concepts (spreadsheet, presentation software, database, other software designed to enhance marketing strategies)
- Marketing Mix—identify elements of the marketing mix (product, price, plan, promotion)
- Professionalism—identify concepts and strategies needed for career advancement

Functions

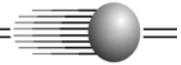
(The functions define the discipline of marketing as applied in business operations.)

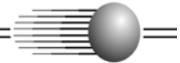
- Distribution—describe concepts and processes needed to move, store, locate and/or transfer ownership of goods and services
- Financing—discuss financial concepts used in making business decisions
- Marketing-Information Management—describe concepts, systems and tools needed to gather, access, synthesize, evaluate and disseminate information for use in making decisions for traditional and e-commerce business



- Pricing—explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value
- Product/Service Management—describe concepts and processes needed to obtain, develop, maintain and improve a product or service mix in response to market opportunities
- Promotion—describe concepts and strategies needed to communicate information about products, services, images and/or ideas to achieve a desired outcome
- Selling—discuss principles and actions needed to determine customer needs and wants and respond through planned, personalized communication to influence purchase decisions and enhance future business opportunities

Note: For additional assistance, refer to the Nebraska Marketing Education Framework and the National Marketing Education Curriculum Planning Guide.

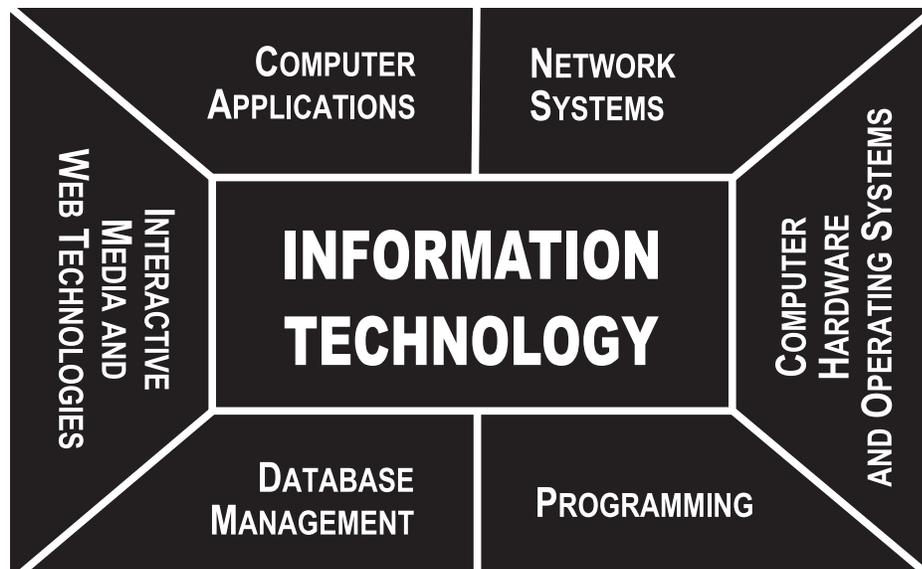




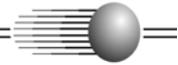
Information Technology Essential Learnings

The Information Technology Essential Learnings build on the standards introduced at the elementary and middle levels. These essential learnings facilitate integration with other disciplines and articulation with other educational levels. They emphasize both personal and business practices utilizing activities for all students in a diverse society.

The elementary and middle level essential learnings focus on concepts for technological decision making as consumers and workers. Instructional content at the secondary level identifies career opportunities in technology, reinforces collaborative applications, creates an awareness of the social issues surrounding technology and enhances technological skills and knowledge for use in personal, educational and employment settings.



The Information Technology Career Cluster Initiative is explained in the Career Pathways section of this document.



BE 4.4 Computer Applications Essential Learning

Elementary Level

Students will understand a variety of software applications. **They will demonstrate** competency by using application and instructional software.

Example Indicators

- Basic Communication—discuss application software for composing and sending e-mail messages using a web browser
- Ethics—adhere to school technology-use guidelines and identify the consequences of misuse
- Features—use basic application features to create and format a new document, save and print a document and open an existing document
- Technology Projects—use application software (word processing, graphics, web browser, presentation) to prepare developmentally appropriate projects
- Technology Resources—use technology resources for problem solving, communication and illustration of thoughts, ideas and stories

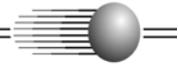
BE 8.4 Computer Applications Essential Learning

Middle Level

Students will understand application software. **They will demonstrate** competency by utilizing appropriate software for specific tasks.

Example Indicators

- Application Software—use application software (word processing, spreadsheet, database, presentation) and intermediate application features (headers and footers, page numbering, tables, graphic formatting, formulas, charting)
- Emerging Applications—use emerging application software (scanners, digital cameras, voice-activated applications, wireless devices)
- Ethical Issues—identify ethical issues in the information technology field and describe the consequences of misuse
- Policies—follow safety and security policies (acceptable use policy, web page policy, student information policy)
- Resource Materials—use online and offline help, tutorials and resources to learn software
- Technology Research—locate, analyze, access, exchange, organize and synthesize information



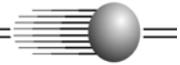
BE 12.4 Computer Applications Essential Learning

Secondary Level

Students will understand a variety of application software. **They will demonstrate** competency by utilizing appropriate software for specific tasks.

Example Indicators

- **Advanced Features**—use advanced features (graph, merge, sort, filter, link, embed) of common application software
- **Application Software**—use application software (word processing, desktop publishing, spreadsheet, database, presentation)
- **Career Identification**—discuss common tasks, career paths and educational requirements in the areas of word processing, spreadsheet, database, desktop publishing, presentation and electronic communication
- **Certification**—demonstrate proficiency of application software through industry certifications
- **Collaborative Features**—use collaborative features (document sharing, whiteboard, web conferencing) of software applications to complete tasks
- **Ethics**—examine and adhere to acceptable uses of computer application software and hardware
- **Legal Issues**—discuss federal and state laws pertaining to computer use (computer crime and abuse, copyright infringement, plagiarism)
- **Policies**—follow safety and security policies (acceptable use policy, web page policy, student information policy)
- **Problem-Solving Techniques**—diagnose, evaluate and identify the use of software to solve specific problems
- **Reference Materials**—use application reference materials (online help, vendor sites, tutorials, manuals) to complete tasks or solve problems
- **Technology Research**—use effective online information resources to support research



BE 4.14 Computer Hardware and Operating Systems Essential Learning

Elementary Level

Students will understand current and emerging hardware and operating systems. **They will demonstrate** competency by identifying and describing various types of hardware components.

Example Indicators

- Emerging Technologies—identify examples of emerging hardware
- File Management—organize and maintain folders/directories and files
- Hardware Components—identify hardware components appropriate for specific tasks
- Operations and Care—explain and demonstrate care of hardware and software components
- Peripherals—use different types of peripherals (scanners, digital cameras, wireless devices, printers, teleconferencing, emerging technologies)

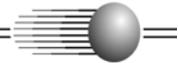
BE 8.14 Computer Hardware and Operating Systems Essential Learning

Middle Level

Students will understand current and emerging hardware and operating systems. **They will demonstrate** competency by identifying and describing various types of hardware components and operating systems.

Example Indicators

- Emerging Technologies—identify examples of emerging hardware and operating systems
- File Management—organize and maintain folders/directories and files using various operating systems
- Hardware Components—identify hardware components appropriate for specific tasks
- Operations and Care—explain and demonstrate care of hardware and software components
- Peripherals—use different types of peripherals (scanners, digital cameras, wireless devices, printers, teleconferencing, emerging technologies)



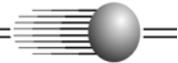
BE 12.14 Computer Hardware and Operating Systems Essential Learning

Secondary Level

Students will understand current and emerging hardware and operating systems. **They will demonstrate** competency by identifying and describing various types of hardware components, operating systems, software and utilities.

Example Indicators

- Career Identification—describe common tasks, career paths and educational requirements in the area of computer systems
- Certification—demonstrate proficiency of computer hardware and operating systems through industry certifications
- Ethics—examine and apply ethical and acceptable uses of computer systems
- File Protection—implement controls to secure or prevent loss of data
- Operating Systems—describe various types of operating systems, environments and utilities
- Peripherals—select and utilize appropriate peripherals to assist with project work
- Problem-Solving Techniques—diagnose hardware and supportive software issues
- Safeguards—implement procedures used to restart and recover from problem situations, such as system failure and viruses
- Selection of Systems—select systems appropriate for specific hardware, software and tasks
- System Comparison—compare and contrast the functions and limitations of different operating systems, environments, features, software and utilities



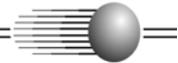
BE 12.15 Database Management Essential Learning

Secondary Level

Students will understand the importance and applicability of data collection and analysis. **They will demonstrate** competency by using, planning, developing and maintaining database management systems.

Example Indicators

- Basic Operations—enter data, edit fields and records, sort and filter data and process queries
- Career Identification—describe common tasks, career paths and educational requirements in the field of database management
- Certification—identify and discuss the requirements and benefits of industry certifications in database management
- Components—define components of database (fields, records, reports) and evaluate types of data that may be stored in a database system
- Data Analysis—design and develop forms, reports and queries to access information in a database
- Database Applications—integrate information into various software applications (word processing, spreadsheet) and recognize the relevance of database components in e-commerce
- Ethics—practice a code of ethics for database systems (illegal use of data, personal use of corporate data)
- Project—plan and design a database solution to address a business, economic or organization problem



BE 4.16 Interactive Media and Web Technologies Essential Learning

Elementary Level

Students will understand interactive media and web technologies. **They will demonstrate** competency by using a variety of media to communicate information and ideas effectively.

Example Indicators

- Communication Technologies—discuss the use of e-mail, instant messaging and video messaging
- File Transfer—transfer files as e-mail attachments
- Online Services—identify and explain various types of interactive online services (e-mail, maps, encyclopedias)
- Web Pages—design and create simple web pages

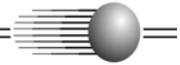
BE 8.16 Interactive Media and Web Technologies Essential Learning

Middle Level

Students will understand interactive media and web technologies. **They will demonstrate** competency by using a variety of media to communicate information and ideas effectively.

Example Indicators

- Communication Technologies—discuss the use of e-mail, instant messaging and video messaging
- Online Services—access, navigate and use various types of online services (e-mail, maps, encyclopedias)
- Projects—design and create projects incorporating a variety of file types
- Web Sites—design and create developmentally appropriate web sites



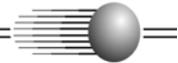
BE 12.16 Interactive Media and Web Technologies Essential Learning

Secondary Level

Students will understand the components of interactive media and web technologies. **They will demonstrate** competency by using a variety of media to communicate information and ideas effectively.

Example Indicators

- Application Tools—describe effective use of text, image, video, web and sound file types
- Career Identification—describe common tasks, career paths and educational requirements in the field of interactive media and web technologies
- Certification—identify and recognize the requirements and benefits of industry certifications in the interactive media field and web technologies
- Ethics—practice a code of ethics for the use of interactive media and web development (documentation of resources, files, logos, images, text, graphics, trademarks, copyright issues)
- Legal Issues—discuss federal and state laws as well as consequences pertaining to cyber crime (trademark and copyright infringement, personal safety, data security, unsolicited information)
- Projects—develop and deliver interactive, multimedia projects
- Web Site Content—assess and explain web site validity and credibility of content
- Web Site Development—demonstrate and apply knowledge of web page development



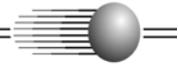
BE 12.17 Network Systems Essential Learning

Secondary Level

Students will understand the concepts, systems and business models necessary to install, create and manage communication technologies and networking systems. **They will demonstrate** competency by performing tasks related to the creation, installation, management and security of a network system.

Example Indicators

- Career Identification—describe common tasks, career paths and educational requirements in the field of computer programming
- Certification—identify and recognize the requirements and benefits of industry certifications in the networking field
- Concepts—define networking terminology as it relates to a network environment
- Ethics—practice a code of ethics for information systems (password security, file protection, firewalls)
- Hardware—identify network devices, including network connectivity hardware, and describe its functions
- Network Application—install and configure network application software, plug-ins, printing, file system management, login scripts and effective network security
- Project Management—develop strategies for resolution of network problems utilizing a team approach
- Protocols—describe and use various Internet protocols (http, ftp, mailto, telnet)
- Support Services—identify and perform technical support as needed (software upgrades, computer backup, routine network maintenance, network security)
- Troubleshooting—diagnose and repair problems on the network
- Types of Networks—distinguish between local area network (LAN) and wide area network (WAN) topologies, protocols and wireless technologies



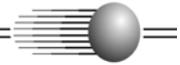
BE 12.18 Programming Learning Essential

Secondary Level

Students will understand the technical knowledge and skills required of programming and application development. **They will demonstrate** competency by designing, developing, testing and implementing computer programs.

Example Indicators

- Career Identification—describe common tasks, career paths and educational requirements in the field of computer programming
- Certification—identify and recognize the requirements and benefits of industry certifications in the various programming fields
- Database—describe data manipulation in a database (relational database, web security issues)
- Design—identify and analyze customer software needs and requirements and choose appropriate programming language
- Development—use application development tools to create programs
- Ethics—define a code of ethics for information systems (data security, copyright infringement)
- Implementation—perform quality assurance tasks to produce effective programs
- Languages—identify and explain the function of common programming structures
- Testing—test and debug code
- Web Design—use web design programming (e-commerce, web services)



Course Titles and Course Descriptions for a Model Business Education Program

Accounting I—designed to study fundamental accounting principles. Emphasis is on the maintenance of financial records concerned with business management and operations.

Accounting II—designed to help students acquire advanced knowledge of concepts, procedures and applications. Special emphasis is given to analyzing and interpreting financial information used in making managerial decisions.

Advanced Keyboarding Applications or Input Technology—designed to help students improve touch method keyboarding skills and to develop handwriting recognition and speech recognition skills. Instruction emphasizes improved techniques for increased speed and accuracy, composition at the keyboard, arrangement of statistical copy and production of projects from both straight and unarranged copy.

Applied Communication/Business Communication—designed to assist students in developing and refining job-related communication skills: reading, writing/composition, technical reading and writing, listening, speaking, technological communication, problem solving, critical thinking and visual and nonverbal skills.

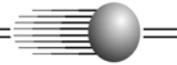
Applied Math/Business Math—designed to provide students with a comprehensive review of basic mathematical skills. Students apply math concepts to realistic business and money management situations.

Business Computer Applications I—designed to include basic skills in the areas of word processing, database management, spreadsheet, electronic presentation, Internet, electronic communication, graphics, desktop publishing and basic web design. Students are offered opportunities to identify ethical issues pertaining to information systems and to gather information about careers in technology.

Business Computer Applications II—designed to assist students in developing proficiency in computer and technology applications. Advanced units of instruction may cover database management, trouble shooting, electronic communication, desktop publishing, Internet, interactive media, operating systems, network systems, presentation and web design. Students are also offered opportunities to identify ethical issues pertaining to information systems and to gather information about careers in technology. Programming may or may not be part of this course. Students may be given the opportunity to complete certification requirements.

Business/Consumer Law—designed to present the study of the legal rights and responsibilities necessary to be informed and productive citizens, employees, employers and consumers in the free enterprise system.

Business Internship—designed to provide opportunities for students to prepare for initial employment through classroom instruction and supervised, related, on-the-job training in local businesses.



Business Management—designed to provide basic theory of business organization and management. The course gives a general overview of national and international business and the social and economic environments of business.

Business Technology—designed as a capstone class for students to develop the attitudes, techniques and skills necessary for success in today’s fast-paced business world. The integration of emerging technologies and business principles is incorporated throughout the course. Students may be given the opportunity to complete certification requirements.

E-Commerce—designed to help students master the concepts and skills for conducting business electronically. Emphasis is on entrepreneurial applications of conducting e-business as well as related economic, social, legal and ethical issues. Skill development in web page construction may be incorporated, including understanding software and Internet capabilities. Students may have the opportunity to develop web sites. Work-based learning strategies appropriate for this course are school-based enterprises, internships, apprenticeships, simulations and projects.

Economics—designed to help students understand economic principles as applied to current events and issues. Emphasis includes economic systems and structures, supply and demand, opportunity costs, inflation, price mechanisms, markets, role of competition, money and monetary policy, role of labor organizations and productivity.

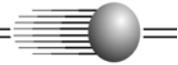
Entrepreneurship—designed to introduce students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, finance and manage a small business. Instructional strategies may include the development of a business plan or the operation of a school-based business.

Exploratory Business—designed as a middle-level course that introduces students to business and how to prepare for careers in business. Students will begin the study of personal money management, basic business concepts, entrepreneurship concepts and the role of business in our society.

Interactive Media and Web Design—designed as a capstone course for students to create, design and produce interactive media products and services. The course emphasizes the development of digitally-generated or computer-enhanced media.

Introduction to Information Technology—designed to provide students with the knowledge and skills necessary for success in computer-based environments. Students use advanced hardware and software functions to solve problems commonly found in information technology systems, database systems, networks, peripherals and electronic communications.

International Business—designed to provide a specialized course for students with a career interest in international trade. The course offers opportunities for students to develop an understanding of the various careers in international trade, finance, shipping and marketing. Fundamental concepts, principles and theories in an international setting are considered. Students may combine classroom instruction with occupational experiences in international trade-related businesses.



Introduction to Business—designed as an introductory study of business. Units of study include scope and function of business and economic systems, forms of business ownership, legal and ethical issues in business and business career opportunities.

Introduction to Keyboarding—designed for upper-level elementary students. Students will master touch operation of the keyboard and demonstrate correct technique, keystroking and care of equipment.

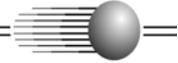
Keyboarding Applications—designed for middle/junior high students who have completed an introduction to keyboarding course. Students will review touch techniques and proper keystroking while continuing to develop composition and proofreading skills as well as speed and accuracy. Students will demonstrate keyboarding proficiency in document formatting (personal letters, reports, tables). Other forms of input technology (speech recognition, wireless devices, voice-activated and handwriting tablet applications) may be introduced.

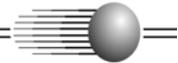
Marketing—designed to enable students to understand and apply marketing, management and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global society.

Network Systems—designed to provide students the opportunity to understand and work with hubs, switches and routers. Students will develop an understanding of LAN (local area network), WAN (wide area network), wireless connectivity and Internet-based communication with strong emphasis on LAN function, design and installation practices. Skills acquired in the design, installation, maintenance and management of network systems will assist students in obtaining network certifications.

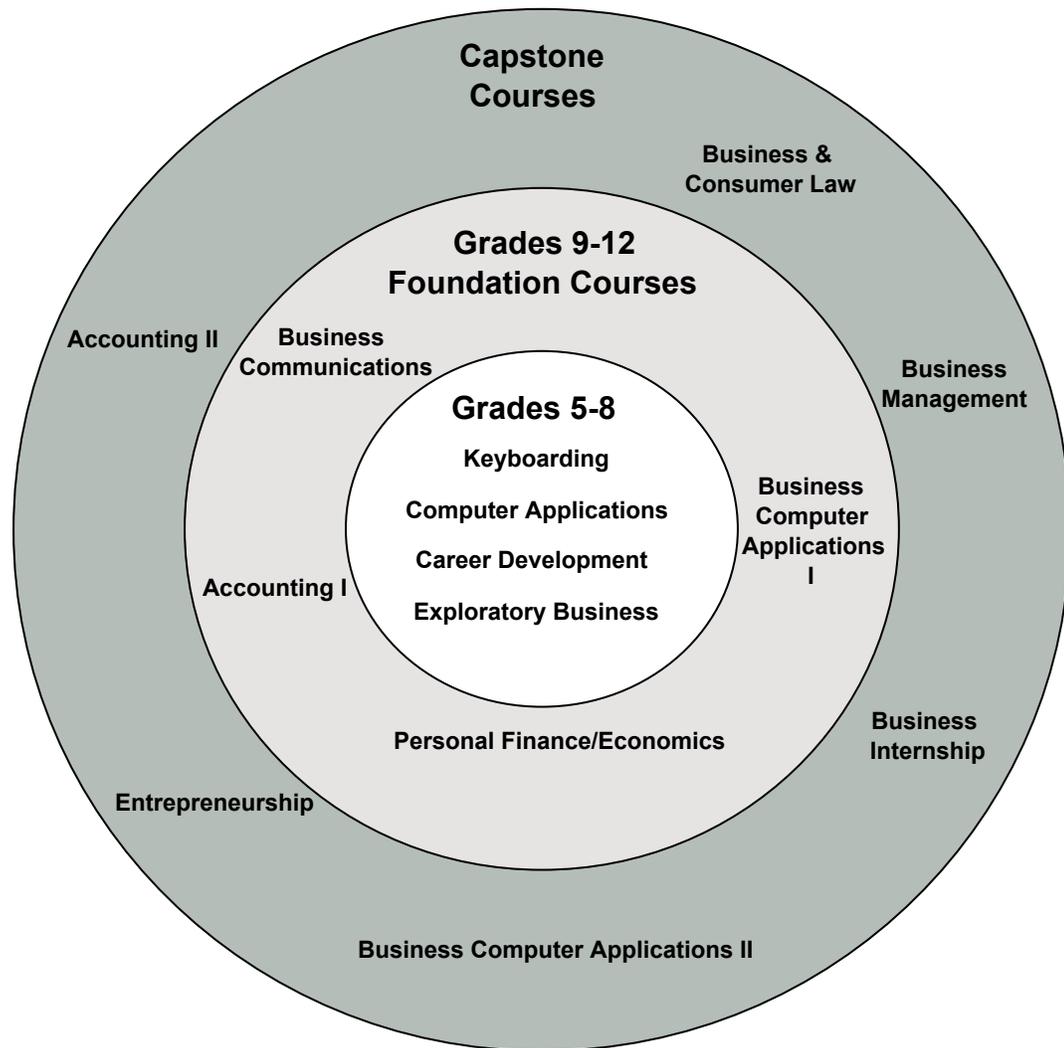
Personal Finance—designed to assist students in personal financial management skills. Students learn to manage their resources and to make sound personal financial decisions. Units of study include budgeting, credit, insurance, saving and investing, home ownership, banking, taxes, wills and estates.

Programming—designed to teach problem-solving skills through the use of structured programming concepts including top-down design, output design, hierarchical charts, program design, coding and testing, flow charting, editing and debugging.

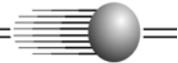




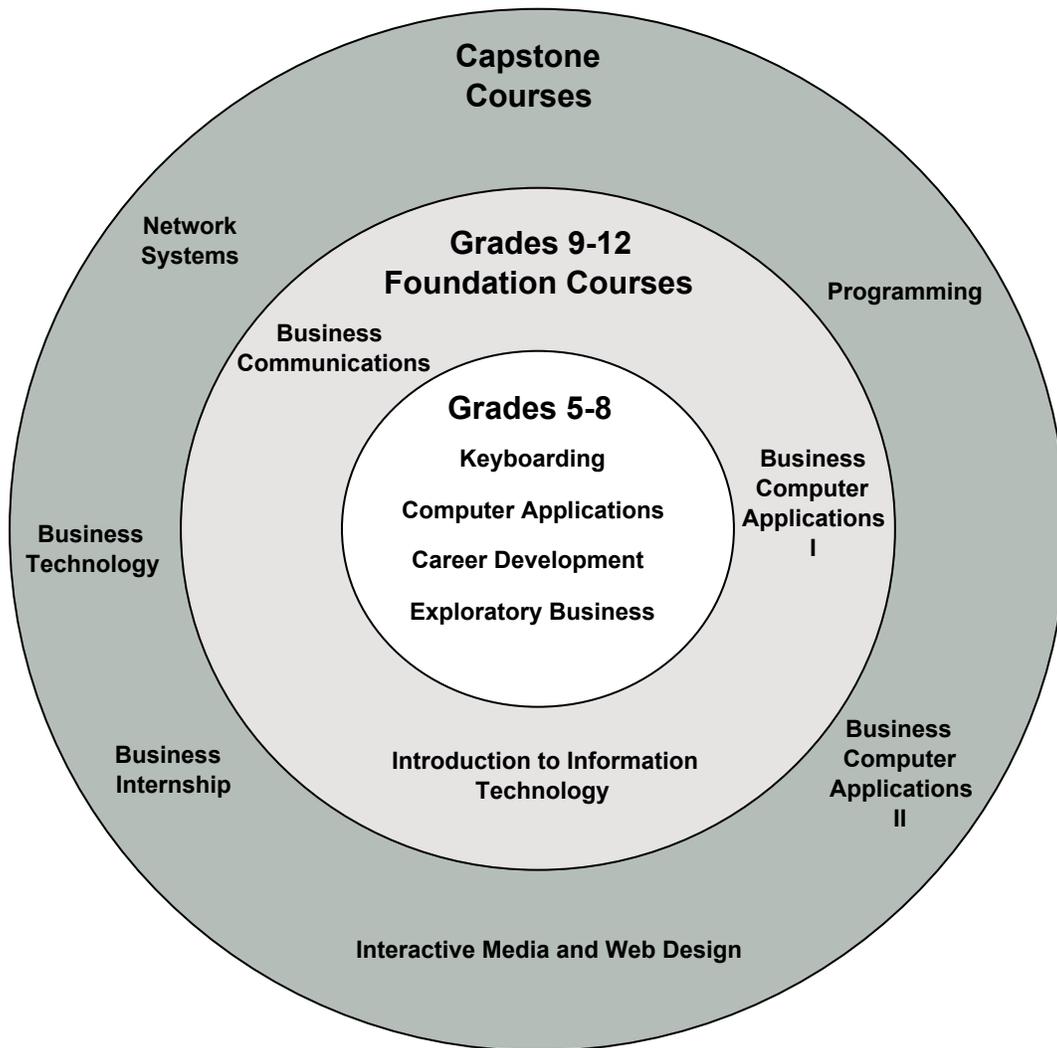
Model Program for Business Administration in Nebraska



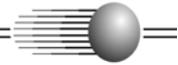
The Model Program for Business Administration in Nebraska goes beyond the minimum requirements needed to meet the Business Education Program Standards, which are identified in the Program Standards section.



Model Program for Information Technology in Nebraska



The Model Program for Information Technology in Nebraska goes beyond the minimum requirements needed to meet the Business Education Program Standards, which are identified in the Program Standards section.



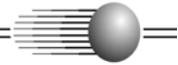
Secondary Program Concentrator Possible Sequences of Courses for Business Education

Local school districts that receive Perkins funding will be required to define **program concentrator** for the purpose of reporting data. A program concentrator is defined as any student at the secondary level (grades 9-12) who has completed a sequence of three or more career and technical courses (which is the equivalent of four semesters of instruction) **or** all of the courses offered in a program area. The following is a list of possible capstone course titles offered in the Business Education program that may be counted toward the program concentrator definition.

Capstone Courses Include:

- 2 semesters of Accounting I
- 2 semesters of Accounting II or College Accounting
- 1 semester of Business Management or Entrepreneurship
- 1 semester of Business and Consumer Law
- 1 semester of Business Computer Applications II
- 2 semesters of Network Systems (CISCO, A+)
- 1 semester of Business Technology
- 1 semester of Programming
- 1 semester of Interactive Media and Web Design
- 1 semester of Business Internship

A student (program concentrator) should complete one or more of the capstone courses chosen from the list above plus any two Business Education semester courses with the exception of keyboarding.



General Instructions for Completing Program Standards Checklists

Why do we need to complete the Program Standards Checklists?

Program Standards checklists are necessary to assure that Career and Technical Education programs qualify to use federal dollars from Perkins legislation. The law requires that programs be of sufficient size, scope and quality to qualify for federal assistance. Program Standards are Nebraska's method of making this determination.

Who developed the Program Standards?

A committee of teachers, administrators and state staff developed program standards in each of the Career and Technical Education areas as a part of the development of the State Plan for Career and Technical Education.

Who should complete them?

The teachers in each of their respective Career and Technical Education areas are the best individuals to complete the checklists. The checklists should be reviewed by an administrator and must carry an administrator's signature. An administrator should complete the Program Standards Summary Sheet after the checklists are received from individual teachers.

When are they due back to the Nebraska Department of Education?

The completed Program Standards Checklists and Summary Sheet are submitted to the Nebraska Department of Education once every two years.

Where do we return them?

Forward completed Program Standards Checklists and Summary Sheet to:

Richard Katt
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987

What if we participate in a Perkins Consortium?

The Department of Education will collect all Program Standards Checklists and Summary Sheets and forward copies to the appropriate Perkins Consortia.

What if my program is not approved?

Schools will be notified of those programs approved and those not approved. For programs not approved, the area of concern will be identified. CTE programs that are not approved will not be able to participate in activities funded with the federal Perkins dollars.

What if my program changes to meet approval?

Schools may submit revised program standards at any time. If changes are made and a program meets the program standards, a new checklist for that program should be forwarded to the Department of Education. After approval is granted, the Department will notify the school and consortium (if appropriate).

Copies of the checklists can be found at <http://www.nde.state.ne.us/CTE/>

BUSINESS EDUCATION PROGRAM STANDARDS

School

Instructional Personnel

	Met	In Progress	Request Assistance
1. The instructor(s) participates in professional development activities to update content knowledge and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor(s) communicates program goals and objectives to the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum

1. The program meets applicable local and state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The curriculum is evaluated and revised on an ongoing basis to incorporate best practices and the state curriculum framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Courses of study are planned and sequenced with clearly defined instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Partnerships

1. Community partnerships are utilized as resources to assist in program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Instructional Strategies

1. Appropriate instructional and assessment strategies are utilized to accommodate the needs of diverse student learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The program offers opportunities for students to participate in career exploration and/or a work-based learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The program addresses bias and stereotyping and applies equity strategies that support knowledge and skill development for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is linked from secondary to postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment

Each program can report on:

1. Student attainment of state academic standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student attainment of vocational-technical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student attainment of employability skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student attainment of a secondary school diploma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Retention of students in vocational educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student completion of the vocational education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Placement in postsecondary (2-year or 4-year) education, military service, advanced training or employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student completion of training that leads to employment in nontraditional occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student satisfaction with the academic and occupational skills gained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Employer satisfaction with the academic and occupational skills gained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MINIMUM PROGRAM OFFERINGS FOR BUSINESS EDUCATION

STANDARDS

I. Curriculum

The program is of such scope and sequence to develop essential knowledge and skills.

Attach a concise list of each business education course taught that identifies the course title, short course description, grade level, and length of instruction.

Elem./Middle/Jr. High Schools

The following courses will be offered:

- The accumulated equivalent of one semester of keyboarding/computer applications.
- One additional quarter of computer applications or another elective course as listed at the right.

(Document 27 weeks starting at Grade 5 through the end of middle school and/or jr. high school)

High School

The core Business Education program will offer the following courses:

- Business/Applied Communications (1 sem.)*
- Economics/Personal Finance (1 sem.)**
- Accounting (2 sem.)
- Computer Applications/Information Processing (1 sem.)

* Courses offered by English department with a focus on Technical Writing/Applied Communications are acceptable.

** Courses offered in consumer education by Social Studies and/or Family & Consumer Sciences departments are acceptable.

In addition, the Business Education program may consist of **either** the Business Administration option **or** the Information Technology option by offering an additional 2 semesters of elective business courses at the high school level in each option area targeted at preparing students for business employment.

Business education programs offering a cooperative work experience component must also complete a Cooperative Education-Diversified Occupations form. The teacher must have taken a Coordination Techniques class.

DOCUMENTATION

- Block scheduling occurs at high school.
- Block scheduling occurs at middle/jr. high school(s).

Check all courses offered at some time during the current year. Circle any courses required of all students. Identify any courses offered via distance learning with an (*).

Elem./Middle/Jr. High Schools

Total # Weeks Grade Level

<input type="checkbox"/> Keyboarding	_____	5
<input type="checkbox"/> Keyboarding	_____	6
<input type="checkbox"/> Keyboarding/Comp. Apps.	_____	7
<input type="checkbox"/> Keyboarding/Comp. Apps.	_____	8
<input type="checkbox"/> Keyboarding/Comp. Apps.	_____	9*
*Indicate only if 9th grade is a part of middle/jr. high		
<input type="checkbox"/> Exploratory Business	_____	_____
<input type="checkbox"/> Career Exploration	_____	_____
Other	_____	_____

High School

Check all courses that are offered at some time during the current year. Circle any courses required of all students. Indicate when a course is offered through another department.

- Business/Applied Communications _____

1 semester
 full year
- Economics/Personal Finance _____

1 semester
 full year
- Accounting _____

1 semester
 full year
- Computer Applications/Information Processing _____

1 semester
 full year

Check the option(s) available and indicate 2 additional semester courses that fit within each of the following.

- Business Administration Option** (of which 1 semester course **must include** business management or entrepreneurship performance standards)

1. _____

1 semester
 full year

2. _____

1 semester
 full year

Information Technology Option

1. _____

1 semester
 full year

2. _____

1 semester
 full year

II. Bus. Educ. Curriculum/Instructional Strategies	Met	In Progress	Not Met
a. Quantity and quality of equipment are adequate to support the instructional needs.	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An established budget/funds is designated for the purchase and/or replacement of equipment and software that are representative of those used in business and industry.	b. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A districtwide technology plan is in place that is periodically revised and that provides strategies to address curriculum/technology updates, instructional materials, equipment and supplies acquisition, budget development, and advisory committee utilization.	c. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students have the opportunity to join a career and technical student organization (FBLA recommended) that complements the preparation for business careers.	d. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Circle CTSO: FBLA FCCLA FFA DECA SkillsUSA VICA None

III. Business Education Facilities	Met	In Progress	Not Met
a. Facilities are equipped to meet the instructional needs of all students enrolled in the program.	a. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Teacher Certification

(a or b or c or d are required for vocational approval)

Teacher holds one of the following endorsements:

- a. Field endorsement for Business Education.
- b. Subject endorsements in Basic Business & General Office Education + 9 vocational education hours + 1000 verified hours of paid work experience (or 300 hours supervised employment).
- c. Subject endorsement for Basic Business + supplemental endorsement for Cooperative Education-Diversified Occupations.
- d. Subject endorsement for General Office Education + supplemental endorsement for Cooperative Education-Diversified Occupations.
- e. Subject endorsement for Basic Business Education.

Identify all BE instructors and their appropriate endorsement(s). Circle all that apply.

1. _____ a b c d e

Additional Endorsements _____

2. _____ a b c d e

Additional Endorsements _____

If additional space is needed, please document on an attached list.

Indicate any additional endorsements held by each teacher. One BE teacher in the program needs to have vocational approval.

Directions: Complete form, secure signatures, and return to Richard Katt at the Nebraska Department of Education.

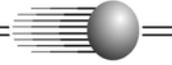
Signature of Teacher Date

Signature of School Administrator Date

Questions concerning Business Education Program Standards should be directed to:

Bonnie Sibert, Director
Business Education
Nebraska Department of Education
PO Box 94987, Lincoln, NE 68509-4987
Telephone: (402) 471-4818
Email: bsibert@nde.state.ne.us

State Staff Use	
Minimum Program Standards Met:	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Original retained by NDE Curriculum Director	
___ Copy of NDE Vocational Administration	
___ Copy returned to school	
_____ Signature of NDE Staff	_____ Date
Business Education Curriculum Director	



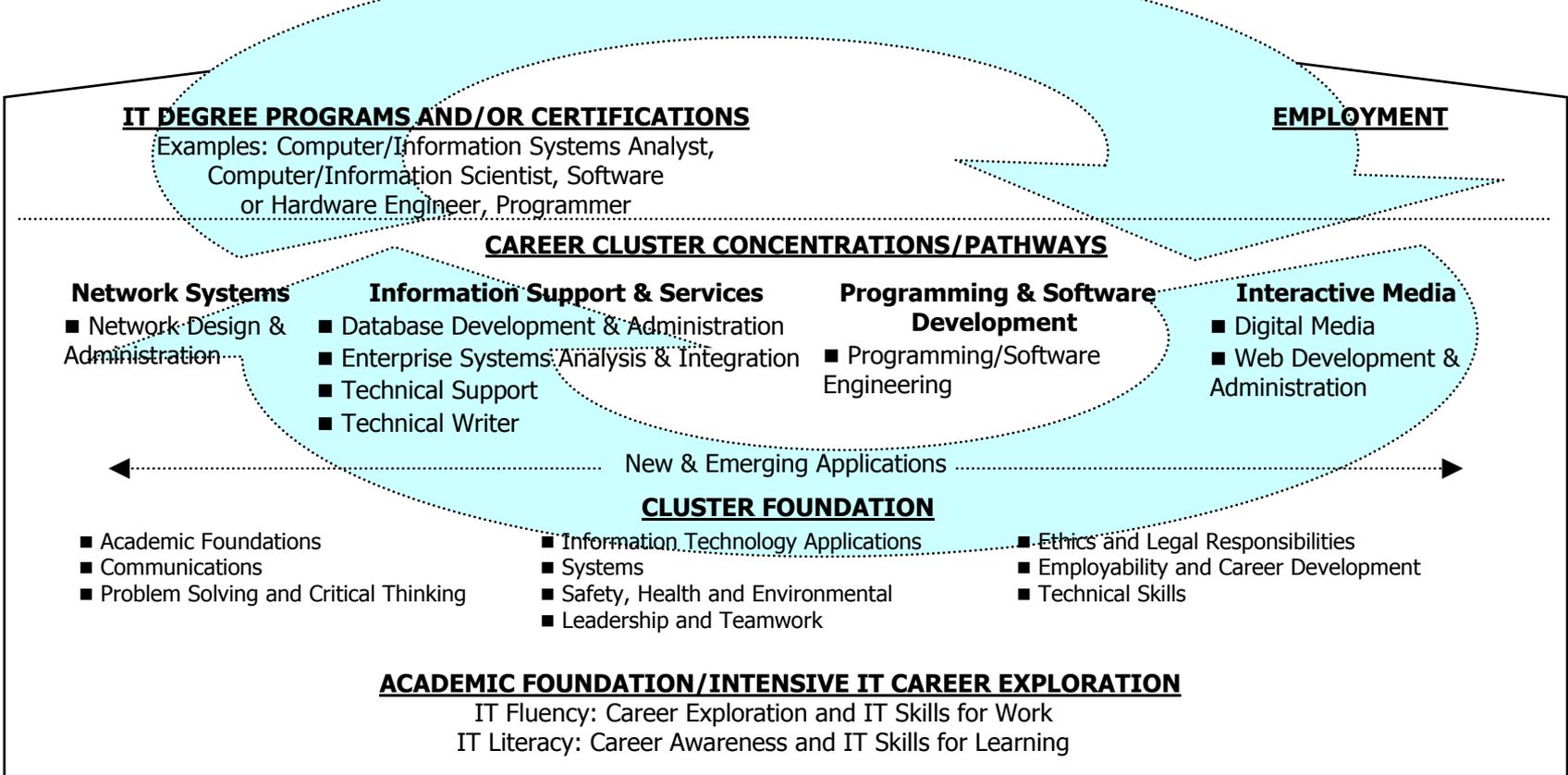
The IT Career Cluster Model

CAREER DEVELOPMENT/LIFELONG LEARNING

2002 IT Career Cluster Model – Page 1

Grades K-20

Work Based Experience



The IT Career Cluster Model Narrative

Definition of IT Careers

- IT careers involve the design, development, support and management of hardware, software, multimedia, and systems integration services. In addition to career opportunities in the IT industry, IT careers are available in every sector of the economy; from Financial Services to Manufacturing, Transportation to Education.

Model Overview

- This model covers IT learning from grades K through 20, with a focus on IT Career/Further Education preparation programs for grades 9-16. As outlined by the Department of Education's guidelines, this model is designed to present a clear representation of the IT Career Cluster for use by teachers, administrators, business partners, parents and students.

The grade levels shown in the model are guidelines; but are not dictated.

- The model starts – at the bottom of the page – with an academic foundation and extensive career exploration. Suggested grades: K-8.
 - IT Literacy¹: Career awareness and IT skills for learning.
 - IT Fluency²: Career exploration and transition from IT skills for learning to IT skills for working.
- The next step in the model is Cluster Foundation Knowledge and Skills³. As outlined by the Department of Education, each Career Cluster must specify Cluster Foundation Knowledge and Skills for all students in the cluster. Cluster Foundation Knowledge and Skills³ are the industry-wide skills that are learned and applied throughout the pathway. Suggested grades: 9-12.
- Next come the four Career Cluster Concentrations/Pathways⁴, each containing one or more Specializations⁵. These pathways prepare students for IT careers or further education in IT. Suggested grades: 10-16.
- The circular arrows on the top half of the model show that Pathways, IT Degree Programs, Certification, Employment, Career Development/Lifelong Learning can be ongoing.

Pathway Pipeline Model: Rethinking Information Technology Learning in Schools, Education Development Center, Inc. and Information Technology Association of America.

² *ibid.*

³ Core IT Competencies from The Ohio Information Technology Competency Profile; to be further refined by the Building Linkages in IT Standards Working Group and validated by an industry validation study.

⁴ Cluster Concentrations/Pathways: The Ohio Information Technology Competency Profile.

⁵ Cluster Specialty Areas: National Workforce Center for Emerging Technologies (NWCET) Skill Standards for Information Technology.

IT Career Cluster Curriculum Framework

CAREER SPECIALITIES

NETWORK DESIGN & ADMINISTRATION

- Communications Analyst, Data Communications Analyst, Information Technology Engineer
- Information Systems: Administrator, Operator
- Network: Administrator, Analyst, Architect, Engineer, Manager, Operations Analyst, Security Analyst, Specialist, Technician, Transport Administrator
- PC Support Specialist, Systems Support Lead
- Systems: Administrator, Engineer
- Technical/User Support Specialist
- Telecommunications Network Technician

DIGITAL MEDIA

- 2D/3D Artist, Animator, Audio/Video Engineer, Designer, Media Specialist, Media/Instructional Designer
- Multimedia: Author, Authoring Specialist, Developer, Specialist
- Producer, Production Assistant, Programmer, Streaming Media Specialist, Virtual Reality Specialist

WEB DEVELOPMENT & ADMINISTRATION

- Web: Administrator, Architect, Designer, Page Developer, Producer, Site Developer, Specialist
- Webmaster - Level 1&2

TECHNICAL SUPPORT

- Analyst, Call Center Support Representative, Content Manager
- Customer: Liaison, Service Representative, Service Professional
- Help Desk: Specialist, Technician
- Maintenance Technician, PC Support Specialist, PC Systems Coordinator, Product Support Engineer, Sales Support Technician, Systems Analyst
- Technical: Account Manager, Support Engineer, Support Representative
- Testing Engineer

NETWORK SYSTEMS

INTERACTIVE MEDIA

PROGRAMMING/ SOFTWARE ENGINEERING

- Applications: Analyst, Engineer
- Business Analyst, Computer Engineer, Data Modeler
- Operating System: Designer/Engineer, Programmer/Analyst
- Program Manager, Programmer, Programmer/Analyst, Project Lead
- Software Applications: Specialist, Architect, Design Engineer, Development Engineer, Engineer, QA Specialist, Tester
- Systems: Analyst, Administrator
- Test Engineer, Tester

INFORMATION SUPPORT & SERVICES

CLUSTER FOUNDATION STANDARDS

PROGRAMMING & SOFTWARE DEVELOPMENT

TECHNICAL WRITING

- Desktop Publisher, Document Specialist, Documentation Specialist, Editor
- Electronic: Publications Specialist, Publisher
- Instructional Designer, Online Publisher
- Technical: Communicator, Editor, Publications Manager, Writer

PATHWAY STANDARDS

ENTERPRISE SYSTEMS ANALYSIS & INTEGRATION

- Application Integrator, Business Continuity Analyst, Cross-Enterprise Integrator
- Data: Systems Designer, Systems Manager, Warehouse Designer
- E-Business Specialist, Electronic Transactions Implementer
- Information Systems: Architect, Planner
- Systems: Analyst, Architect, Integrator

DATABASE DEVELOPMENT & ADMINISTRATION

- Data: Administrator, Analyst, Architect, Management Associate, Modeler, Modeling Specialist
- Database: Administration Associate, Administrator, Analyst, Developer, Manager, Modeler, Security Expert
- DSS (Decision Support Services), Knowledge Architect
- Senior: Database Administrator, Systems Analyst
- Systems: Administrator, Analyst
- Tester

Omaha Public Schools IT Career Cluster

CAREER DEVELOPMENT/LIFELONG LEARNING

IT DEGREE PROGRAMS AND/OR CERTIFICATIONS

Examples: Computer/Information Systems Analyst, Computer/Information Scientist, Software or Hardware Engineer, Programmer

EMPLOYMENT

CAREER CLUSTER CONCENTRATIONS/PATHWAYS

Network Systems

- Digital Networks (AOIT)
- Cisco Academy (Career Center)

Information Support & Services

- MOUS (Comp.Info.Mgmt.)
- Systems Support & Maintenance (AOIT)
- Database (AOIT)
- Web Site Management/Practicum
- IT Support Practicum
- Cox Connects Kids (community service)

Programming & Software Engineering

- Intro to Programming with Scheme (AOIT)
- C ++
- JAVA (limited)
- Visual Basic (being phased out)

Interactive Media

- Internet & Web (AOIT)
- HTML/Web Design
- Web Site Management
- Digital Media (AOIT)
- Advanced Web Tools (AOIT)

New & Emerging Applications

CORE CLUSTER SKILLS

•Introduction to Information Technology (AOIT)

•Introduction to Programming Logic / Scheme (AOIT)

9th Grade Foundation Course &/or Infused in 9th – 12^h grade IT Courses

•Academic Foundations

•Organizational Systems

•Employability & Career Development

•Communications

•Safety, Health & Environmental

•Systems

•Problem-Solving & Critical Thinking

•Leadership & Teamwork

•IT Technical Skills

•Information Technology Applications

•Ethics & Legal Responsibilities

ACADEMIC FOUNDATION/INTENSIVE IT CAREER EXPLORATION

IT Fluency: Career Exploration and IT Skills for Work

IT Literacy: Career Awareness and IT Skills for Learning

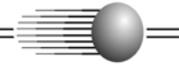
Grades K-20

Work Based Experience

SOURCES

IT Pathway Pipeline Model
 NWCET Skill Standards for Information Technology
 The Ohio Information Technology Competency Profile

Adapted from ITCC Model Version 9
 revised 07-05-02

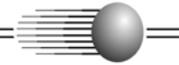


Nebraska Business Education Essential Learnings

Crosswalk to the FBLA Competitive Events Program

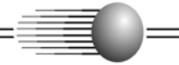
Foundation Skills and Knowledge Essential Learnings Secondary Level					
		Career Development	Communication	Computation	Computer Applications
FBLA Competitive Events	Business Plan	Business Communication	Accounting I	Computer Applications	
	Chapter Reports: Oral Presentations	Business Procedures	Accounting II	Desktop Publishing	
	Impromptu Speaking	Chapter Reports: Written and Oral Presentations	Business Calculations	Keyboarding Knowledge	
	Introduction to Parliamentary Procedure	Entrepreneurship Team Oral Presentation	Business Math	Multimedia Presentation	
	Job Interview	Impromptu Speaking	Business Management Competency	Word Processing I	
	Mr. and Ms. Future Business Leader	Introduction to Business Communication		Word Processing II	
	Parliamentary Procedure	Job Interview		Administrative Office Management Competency	
	Public Speaking I	Parliamentary Procedure		Information Technology Management Competency	
	Public Speaking II	Proofreading			
	Administrative Office Management Competency	Public Speaking I			
	Business Management Competency	Public Speaking II			
	Information Technology Management Competency	Spelling			
		Administrative Office Management Competency			
		Business Management Competency			
	Information Technology Management Competency				

Foundation Skills and Knowledge Essential Learnings Secondary Level					
		Economics and Personal Finance	Entrepreneurship	Ethics	Input Technologies
FBLA Competitive Events	Accounting I	Business Plan	All FBLA competitive events reinforce personal and business ethics	Emerging Business Issues	
	Accounting II	Entrepreneurship		Keyboarding Knowledge	
	American Enterprise Project	International Business		Word Processing I	
	Banking and Financial Systems	Marketing			
	Business Calculations	Partnership with Business			
	Business Math	Business Management Competency			
	Economics				
	International Business				
	Introduction to Business				
Business Management Competency					



Business Administration Essential Learnings Secondary Level				
Accounting	Business and Consumer Law	Communication	Economics and Personal Finance	
FBLA Competitive Events	Accounting I	Business Law	Business Communication	Accounting I
	Accounting II	Business Management Competency	Business Procedures	Accounting II
	Business Calculations		Chapter Reports: Written and Oral Presentations	American Enterprise Project
	Business Math		Emerging Business Issues	Banking and Financial Systems
	Business Plan		Entrepreneurship Team Oral Presentation	Business Calculations
	Local Chapter Annual Business Report		Impromptu Speaking	Business Math
	Administrative Office Management Competency		Introduction to Business Communication	Economics
	Business Management Competency		Job Interview	International Business
			Mr./Ms. Future Business Leader	Introduction to Business
			Parliamentary Procedure	Administrative Office Management Competency
			Proofreading	Business Management Competency
			Public Speaking I	
			Public Speaking II	
			Spelling	
			Administrative Office Management Competency	
			Business Management Competency	
		Information Technology Management Competency		

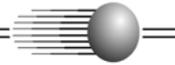
Business Administration Essential Learnings Secondary Level				
Entrepreneurship	International Business	Management	Marketing	
FBLA Competitive Events	Business Plan	Business Communication	Business Law	Business Plan
	Entrepreneurship	Economics	Business Procedures	Entrepreneurship
	International Business	Entrepreneurship	International Business	Marketing
	Marketing	International Business	Introduction to Business	
	Partnership with Business		Local Chapter Annual Business Report	
	Business Management Competency		Marketing	
			Partnership with Business	
			Administrative Office Management Competency	
		Business Management Competency		



Information Technology Essential Learnings Secondary Level			
	Computer Applications	Computer Hardware and Operating Systems	Database Management
FBLA Competitive Events	Computer Applications	Computer Concepts	Computer Applications
	Desktop Publishing	Networking Concepts	Computer Concepts
	Word Processing I	Technology Concepts	Technology Concepts
	Word Processing II	Information Technology Management Competency	Information Technology Management Competency
	Administrative Office Management Competency		
	Information Technology Management Competency		

Information Technology Essential Learnings Secondary Level			
	Interactive Media and Web Technologies	Network Systems	Programming
FBLA Competitive Events	Computer Applications	Computer Concepts	Computer Concepts
	Computer Concepts	Networking Concepts	Networking Concepts
	Multimedia Presentation	Technology Concepts	Programming: C++, Java, Visual Basic
	Networking Concepts	Information Technology Management Competency	Technology Concepts
	Technology Concepts		Information Technology Management Competency
	Website Development		
	Information Technology Management Competency		

Nebraska FBLA Competency Series			
A series of five (5) competitive events open only to seniors			
	Administrative Office Management Competency	Business Management Competency	Information Technology Management Competency
FBLA Competitive Events	Accounting I	Accounting I	Business Communication
	Business Communication	Business Law	Business Procedures
	Business Procedures	Economics	Computer Applications
	Job Interview	Entrepreneurship	Job Interview
	Word Processing II	Job Interview	Technology Concepts



Follow-Up Survey of Former Career and Technical Student Organization (CTSO) Members

Your former CTSO chapter is seeking information about the value of membership in FBLA or DECA. Please complete the following survey and return it to your local CTSO chapter.

Name _____ Phone _____

Address _____ City _____ State _____ ZIP _____

E-Mail Address _____ Present Occupation _____

Directions: Please circle your response.

1. How many years ago did you graduate from high school? Graduation Year _____

1-5 6-10 11-15 Over 15

2. What is the highest level of education you have completed?

High School Associate Degree Bachelors Masters Doctorate

3. How many year(s) were you a member of FBLA or DECA?

1 2 3 4

4. How would you rate your overall experience as an FBLA or DECA member?

No Value 1 2 3 4 5 Extremely Valuable

5. How would you rate the value of participating in FBLA or DECA in comparison to other curricular and co-curricular areas that you were involved in during high school?

No Value 1 2 3 4 5 Extremely Valuable

6. How would you rate the value of your FBLA or DECA membership in preparing you for your postsecondary education?

No Value 1 2 3 4 5 Extremely Valuable

7. How would you rate the value of your FBLA or DECA membership in preparing you for your career?

No Value 1 2 3 4 5 Extremely Valuable

8. How strongly would you urge your child(ren) to participate in FBLA or DECA?

No encouragement 1 2 3 4 5 Strongly Encourage

9. What level of recommendation in regards to maintaining an FBLA or DECA program would you give to a school board and/or school administrator who were discussing whether to keep an FBLA or DECA as a part of their school's activities program?

No recommendation 1 2 3 4 5 Strongly Recommend

Business Graduate Follow-Up Survey

Name _____ Graduation Year _____

Address _____

E-Mail Address _____ Phone _____

Present Employer _____ Job Title _____

Of the following categories, please check all that apply.

1. Type of education received after high school:

- 2-year College
- 4-year College
- Military
- Graduate Education
- Other (list) _____

2. Amount of education received:

- High School Diploma
- GED Diploma
- Postsecondary Education
 - 1 yr. 2 yrs. 3 yrs. 4 yrs.
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Other (list) _____

3. Present occupational field of employment:

- Self-employed (Business)
- Self-employed (Agriculture)
- Professional
- Marketing/Retail/Sales
- Education
- Government
- Laborer
- Other (list) _____

4. Please rate the preparation received at your high school for continuing your education, if applicable:

- Excellent Good Average Poor

5. Please rate the preparation you received for entering the world of work:

- Excellent Good Average Poor

—CONTINUED ON REVERSE SIDE—

- International Management—explain special challenges in operations, production and human resource management in international business

- International Marketing—describe how the four marketing concepts (product, price, place and promotion) effect international business situations
- Organizational Structures—identify forms of business ownership and entrepreneurial opportunities available in international business
- Trade Relations—explain the balance of trade concepts of the import/export process including trade barriers and agreements

6. What was the most important benefit you derived from high school?

7. What, if any, was the most serious weakness of your high school experience?

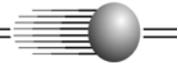
8. What course(s), if any, would you like to have taken, but were not offered, or could not work into your schedule?

9. Please rate your high school preparation in the following areas (check all that apply):

Discipline Area	Excellent	Good	Average	Below Average	Did Not Participate
Agriculture					
Art					
Business					
Communication:					
Writing					
Speaking					
Reading					
Listening					
Computer/Technology					
Co-curricular and Extracurricular Activities					
English/Journalism					
Family and Consumer Science					
Foreign Language					
Guidance					
Health					
Industrial Technology					
Marketing					
Mathematics					
Music					
Physical Education					
Research/Library					
Media Skills					
Science					
Social Studies					

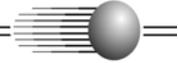
10. How could your high school have better prepared you?

Please return this form within the next two weeks to the address given below:



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