Section IV

Wisconsin Standards for Business and Information Technology

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Wisconsin Standards for Business and Information Technology
Curriculum opportunities related to Business and Information Technology support career growth within the 16 areas identified by the U.S. Department of Education's Career Clusters and transcend every career setting. Regardless of a student's future endeavors as an employee and/or as an entrepreneur, the **Wisconsin Standards for Business and Information Technology** address increased academic, technical and employability knowledge and skills that are critical for students to be college and career ready. Within business related learning priorities across multiple content area standards, the following career clusters are specifically emphasized: Arts, AV and Communications; Business Management and Administration; Finance; Marketing; Hospitality and Tourism; and Information Technology.   The effective delivery of Career and Technical Education through Business and Information Technology content area standards can be best observed through quality programs that provide local communities access to the following educational experiences:

- Work-Based Learning Programs such as State Certified Skills Cooperative Education Certificate or YA;
- Career and Technical Student Organization such as Future Business Leaders of America; and
- classroom delivery of learning priorities that document the integration of academic and technical skills.

Courses in Business and Information Technology
Elementary, middle level and high school programs that are taught by licensed Business and Information Technology teachers provide the ability for students to build their academic capacity through rigorous curriculum offerings. Students that are introduced to basic knowledge and skills at early grade levels can effectively engage in exploratory middle level course work in preparation for a careerfocused high school academic plan that leads to college and career readiness through postsecondary options.

Local districts that desire to develop programs of study across career clusters must work to ensure a balanced approach to the multiple aspects of coursework available within Business and Information Technology. The following areas are identified within the National Center for Educational Statistics (NCES) course codes:

- Computer and Information Sciences--Subject Area 10;
- Communication and Audio/Visual Technology--Subject Area 11; and,
- Business and Marketing--Subject Area 12.

The **Wisconsin Standards for Business and Information Technology** are broken into two areas: Business Standards and Information Technology Standards. Each of these areas is interdependent on the other; however, for ease of use by classroom teachers, the standards have been set up in this manner. These sections are further delineated as follows:

Business Standards		Information Technology Standards
Accounting and Finance	Entrepreneurship	Digital and Graphic Communication
Business Calculations	Global Business	Information Technology Foundations
Business Communications	Management	Networking
Business Law and Ethics	Marketing	Programming
Economics	Personal Finance	

The following chart outlines a curriculum alignment of the content area standards into a variety of course types that may be developed within local school districts.

Note: The chart identifies the primary standard source (P) for a specific type of course. Additionally, the secondary standard sources (s) may also be used to complement the primary standard source within a type of course. The types of courses listed are not inclusive of all Business and Information Technology courses. School districts may have a variety of names for these types of courses.

P=Primary source/s=secondary source

Type of Course	Wisconsin Common Career Technical Standards						Business Standards										Information Technology Standards			
	Global Awareness	Life & Career Skills, Career Development, & Employability Skills	Information, Media & Technology	Sustainability, Environmental, & Safety	Leadership	Communication, Creativity, Collaboration, & Critical Thinking	Accounting & Finance	Business Calculations	Business Communication	Business Law & Ethics	Economics	Entrepreneurship	Global Business	Management	Marketing	Personal Finance	IT Foundations	Digital & Graphic Communications	Networking	Programming
Accounting	s	s	s		s	s	**P**	s		s	s		s	s	s	s	s			
Business Communication	s	s	s		s	s			**P**	s							s			
Business Law	s	s	s	s	s	s	s		s	**P**	s						s			
Business Math	s	s	s		s	s	s	**P**		s	s					**P**	s			
Computer Applications (elem, middle, high school levels)		s	s		s	s		s	**P**	s							**P**	s	s	
Computer Literacy (elem, middle, high school levels)		s	s		s	s		s		s							**P**	**P**	**P**	s
Desktop Publishing		s	s		s	s			**P**	s					s		**P**	**P**		
Digital/Software Devel.		s	s		s	s			s	s					s		s			**P**
Economics	s	s	s	s	s	s	s	s		s	**P**					s	s			
Employability Skills		s	s	s	s	s			**P**	s		s		s		s	s			
Entrepreneurship	s	s	s	s	s	s	s	s	s	**P**	s	**P**	s	**P**	**P**		s			
Global Business	s	s	s	s	s	s	s	s	s	s	**P**	s	**P**	s	s		s			
Graphic Design		s	s		s	s			**P**	s					s		**P**	**P**		
Introduction to Business (middle, high school levels)	s	s	s	s	s	s	s	s	s	s	**P**	**P**	s	**P**	**P**		**P**			
Keyboarding (elem, middle, high school levels)		s	s		s	s			**P**	s							**P**	s		
Leadership/Coop	s	s	s	s	s	s	s	s		s	**P**				s		s			
Management	s	s	s	s	s	s	s	s	s	**P**	s	**P**	s	**P**	**P**		s			
Marketing	s	s	s	s	s	s	s		s	s	s	**P**	s	**P**	**P**		s	s		
Multimedia (elem, middle, high school levels)		s	s		s	s			s	s					s		**P**	**P**		
Networking/IT Essentials		s	s		s	s			s	s							**P**	s	**P**	s
Personal Finance	s	s	s	s	s	s	s	**P**	s	s	s	**P**	s		s	**P**	s			
Publications		s	s		s	s			**P**	s					s		**P**	**P**		
Web Page Design		s	s		s	s			**P**	s					s		**P**	**P**		s

Program Structure
The progression of instruction related to the **Wisconsin Standards for Business and Information Technology** should be developed throughout the PK-12 system as reflected by the learning priorities that are identified within the three grade bands featured in this document. The leadership of a Business and Information Technology licensed teacher at each of the grade levels can be critical to the fluidity of standards development across the PK-12 grade bands, provide flexibility of delivery options, support best practices that are researched based within content instruction, develop additional resources with other academic classroom teachers in related areas of instruction and develop a collaborative relationship with elementary classroom teachers who are teaching fundamental skills to only their own students.

A variety of program structures may be used by local districts to deliver **Wisconsin Standards for Business and Information Technology** to students including, but not limited to the following:

Grades PK-5	Grades 6-8	Grades 9-12

1. Computer Applications, Keyboarding and Economic Foundations delivered through dedicated courses.
 	
2. Foundational skills in the above named areas are incorporated into elementary level course work in multiple disciplines.
	1. A dedicated career exploration program that integrates course work that introduces and/or expands upon Computer Applications, Keyboarding, Basic Business and A/V Technology & Communications.
	
	2. Exploratory units in foundational elective programs that support career development and skills needed across content areas.
	
	3. Elective course options for students in Career and Technical Education subjects, including Business and Information Technology.
		1. An integrated sequence of courses within Business and Information Technology that develops course work related to Programs of Study in multiple career pathways associated with Career Clusters.
		
		2. A balanced Business and Information Technology Program that supports student career development in:
		  a. Accounting and Financial Foundations;
		  b. Business, Management and Marketing;
		  c. Communication and Audio/Visual Technology; and
		  d. Computer and Information Sciences.
		
		3. A Career Cluster Academy program that provides dedicated curriculum and resources that feature capstone coursework, postsecondary credit attainment and/or industry connections through certifications.

Delivery of Business and Information Technology Courses
Business and Information Technology courses should be delivered as a coherent sequence within a pathway. Pathway knowledge builds on foundation knowledge and skills. These courses should include differentiated instruction to meet the needs of all learners.

These are multiple ways that students access Business and Information Technology courses within the K-12 system:
- Face-to-Face Classroom Instruction
- Digital Learning (models may include blended, hybrid and online distance learning at multiple grade levels)

- Transcripted Credit (partnering with local Technical College or University should be strongly considered)
- Youth Options
- Work-Based Learning (State Certified Skill Standards, Youth Apprenticeship, etc.)

In Wisconsin, each district determines the best setting for courses within the school. When developing a balanced Business and Information Technology program, consideration should be given to how a local program can support current local, state and national initiatives.   Standards associated with a quality program in Business and Information Technology should be used for program self-evaluation, improvement and goal-setting. Areas of particular interest include quality educators, curriculum instruction and student assessment, parent and community involvement and program planning.

Standard Structure
The **Wisconsin Standards for Career and Technical Education**, including the **Wisconsin Common Career Technical Standards**, each follow a similar structure.

Standard Coding

Performance Indicator by Grade Band: Measurable degree to which a standard has been developed and/or met

Standard Formatting

Discipline
Content Area
Standard: Broad statement that tells what students are expected to know or be able to do
Learning Priority: Breaks down the broad statement into manageable learning pieces

Business & Information Technology
Content Area: BCA/Business Calculations
Standard: BIT.BCA1: Analyze and use appropriate operations to solve business and personal mathematical problems.

Learning Priority	Performance Indicators (By Grade Band)		
	K-5	6-8	9-12
BCA1.a: Perform financial calculations.	BCA1.a.1.e: Define terms related to financial statements.	BCA1.a.3.m: Calculate checkbook balance and bank reconciliation.	BCA1.a.5.h: Calculate gross or net sales, gross profit or loss, cost of inventory, operating expenses, net profit or loss, total assets, liabilities, owner's equity, and cash flow.
	BCA1.a.2.e: Identify various personal financial statements (i.e., budgets, etc.).	BCA1.a.4.m: Estimate mark down percentages and costs.	BCA1.a.6.h: Calculate and analyze sales computations (net sales, markup percentages, markdown percentages, sale prices, discounts).

Grade Bands
Grade bands of PK-5, 6-8 and 9-12 align to typical elementary, middle and high school levels.
- Grade band PK-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. Career and technical education teachers in districts are an excellent resource to assist in the development of curriculum and activities.
- Career and technical education should be part of the core curriculum for all middle school students. Awareness, exploration and building foundational skills for career pathways occur in middle school. The performance indicators in grade band 6-8 showcase these foundational skills with an emphasis on career development.
- Career and technical education at the high school level must go beyond awareness and exploration. Students should be developing specific knowledge and skills that are transferrable to other coursework, a job-site or postsecondary options. Performance indicators for grades 9-12 align specifically to industry standards and expectations for career clusters and pathways.

Wisconsin Standards for Business and Information Technology (B&IT)
Business / Content Area: AF/Accounting and Finance

Standard: BIT.AF1: Students will apply generally accepted accounting principles while performing the functions of the accounting cycle.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
AF1.a: Identify current structures and regulations affecting accounting principles and their effects on businesses.			**AF1.a.1.h:** Describe the current and historical regulatory environment of the accounting profession.
			AF1.a.2.h: Describe how current events impact the accounting profession.
			AF1.a.3.h: Describe and explain the conceptual framework of accounting and generally accepted accounting principles (GAAP) and assumptions.
			AF1.a.4.h: Distinguish between the accrual basis of accounting and the cash basis of accounting and discuss the impact each has on financial statements.
			AF1.a.5.h: Apply current regulatory practices to the accounting cycle.
AF1.b: Analyze the effects of changes in assets.	**AF1.b.1.e:** Recognize items a business owns.	**AF1.b.2.m:** Define assets.	**AF1.b.4.h:** Journalize and post accounts receivable transactions.
		AF1.b.3.m: List and identify various assets.	**AF1.b.5.h:** Determine cost of inventory (periodic and perpetual).
			AF1.b.6.h: Identify cost of property and all other assets.
			AF1.b.7.h: Calculate and record depreciation and depletion.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
AF1.c: Analyze the effects of changes in liabilities.	**AF1.c.1.e:** Recognize items a business owes.	**AF1.c.2.m:** List and identify various liabilities.	**AF1.c.4.h:** Journalize and post accounts payable transactions.
		AF1.c.3.m: Define liabilities.	**AF1.c.5.h:** Differentiate the difference between current liabilities, long-term liabilities and their impact on financial statements.
			AF1.c.6.h: Determine the initial valuation on long-term debt instruments and their impact on financial statements.
			AF1.c.7.h: Calculate the cost of borrowed funds.
AF1.d: Analyze the effects of changes in owner's equity.	**AF1.d.1.e:** Define revenue.	**Af1.d.3.m:** Explain how revenue is earned.	**AF1.d.5.h:** Journalize and post transactions related to equity accounts.
	AF1.d.2.e: Define expense.	**AF1.d.4.m:** Explain how expenses are incurred.	**AF1.d.6.h:** Demonstrate appropriate accounting techniques used to account for investments and withdrawals by owners.
			AF1.d.7.h: Interpret financial data to determine the revenue of a business.
			AF1.d.8.h: Distinguish between capital expenditures and revenue expenditures.
			AF1.d.9.h: Discuss the concept of dividends and how they affect a business.

Standard: BIT.AF2: Students will develop and analyze working knowledge of financial reports.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
AF2.a: Prepare and analyze financial reports for different forms of business ownership.		**AF2.a.1.m:** Prepare a budget for a business.	**AF2.a.2.h:** Discuss the forms of ownership and the equity accounts used for each form.
			AF2.a.3.h: Use real-life examples to demonstrate the various types of ownership.
			AF2.a.4.h: Prepare financial statements for sole proprietorship, partnership and corporate ownership models.
			Af2.a.5.h: Compare and contrast debt and equity financing and explain the impact on the financial statements.
			AF2.a.6.h: Prepare financial statements for service and merchandising business.
			AF2.a.7.h: Create financial reports using spreadsheet and accounting software.
			AF2.a.8.h: Prepare a trial balance to check the accuracy of a ledger.
			AF2.a.9.h: Forecast revenue and costs.
			AF2.a.10.h: Track and make adjustments to budget performance.
			AF2.a.11.h: Prepare and analyze cash flow statement.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
AF2.b: Assess the financial condition and operating results of a company while interpreting financial statements.			**AF2.b.1.h:** Describe the information provided in each statement and how they articulate with each other.
			AF2.b.2.h: Recognize the primary areas of analysis (trend analysis, profitability, capital structure) and explain the information that can be obtained from each type of analysis.
			AF2.b.3.h: Perform horizontal and vertical analysis of the income statement and balance sheet.
			AF2.b.4.h: Identify, explain and describe the ethical implications of common methods of manipulating financial statements and ratios.
			AF2.b.5.h: Analyze financial data to make short-term and long-term decisions.
Standard: BIT.AF3: Students will apply payroll and tax theories and procedures.			
AF3.a: Prepare payroll.			**AF3.a.1.h:** Write checks, make deposits and complete check stubs for payroll.
			AF3.a.2.h: Use manual and computerized systems to prepare payroll for a business.
			AF3.a.3.h: Calculate earnings: hourly rate, salary basis and commission basis.
			AF3.a.4.h: Calculate employer's payroll taxes for social security, Medicare, federal unemployment and state unemployment.
			AF3.a.5.h: Reconcile a bank statement.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**Learning Priority**	**PK-5**
AF3.b: Analyze how employer taxes impact business operations.			**AF3.b.1.h:** Prepare employer-related tax forms.
			AF3.b.2.h: Journalize and post tax entries using a variety of journals and ledgers.
			AF3.b.3.h: Describe the composition of taxable income and calculate tax.
			AF3.b.4.h: Identify and apply strategies for minimizing taxable business income.

When developing course content related to Accounting and/or Finance refer to additional standards, learning priorities and performance indicators associated with Business Law and Ethics, Global Business, Business Calculations, Economics, Management, Personal Finance and Marketing.

Wisconsin Standards for Business and Information Technology (B&IT)
Business / Content Area: BCA/Business Calculations

Standard: BIT.BCA1: Students will analyze and use appropriate operations to solve business and personal mathematical problems.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
BCA1.a: Perform financial calculations.	**BCA1.a.1.e:** Define terms related to financial statements.	**BCA1.a.3.m:** Calculate checkbook balance and bank reconciliation.	**BCA1.a.5.h:** Calculate gross or net sales, gross profit or loss, cost of inventory, operating expenses, net profit or loss, total assets, liabilities, owner's equity and cash flow.
	BCA1.a.2.e: Identify various personal financial statements (i.e., budgets, etc.).	**BCA1.a.4.m:** Estimate mark down percentages and costs.	**BCA1.a.6.h:** Calculate and analyze sales computations (net sales, markup percentages, markdown percentages, sale prices, discounts).
BCA1.b: Analyze personal financial documents.	**BCA1.b.1.e:** Define finances.	**BCA1.b.6.m:** Recognize financial document terms and proper calculation of those terms.	**BCA1.b.11.h:** Determine and evaluate loan payments, finance charges, simple and compound interest, reconcile bank statement, installment payments.
	BCA1.b.2.e: Perform simple computations correctly.	**BCA1.b.7.m:** Categorize deductions and earnings to predict net pay.	**BCA1.b.12.h:** Compute gross and net earnings, payroll deductions, taxes, net pay.
	BCA1.b.3.e: Explain the purpose of financial statements.	**BCA1.b.8.m:** Categorize income and expense items for proper calculation.	**BCA1.b.13.h:** Prepare a budget with income and expenses.
	BCA1.b.4.e: Identify when to use personal financial statements.	**BCA1.b.9.m:** Estimate profit and loss in a budget.	**BCA1.b.14.h:** Compare budgeted costs to actual costs.
	BCA1.b.5.e: Identify items to include in a budget.	**BCA1.b.10.m:** Recognize relationships among numbers.	**BCA1.b.15.h:** Predict reasonable estimations.
BCA1.c: Select and use standard math principles.	**BCA1.c.1.e:** Determine the correct mathematical processes to use for various problem situations and use formulas when appropriate.	**BCA1.c.6.m:** Solve problems that involve percents, ratios, averages and proportions and use appropriate conversions.	**BCA1.c.9.h:** Generate fractions to decimals and percents to ratios and use to formulate estimations, computations and applications.
	BCA1.c.2.e: Select and use appropriate tools when solving problems.	**BCA1.c.7.m:** Convert decimals, fractions, percents, etc. with the use of technology.	**BCA1.c.10.h:** Compute decimals, fractions, percents, ratios, etc. both with and without the use of technology.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	BCA1.c.3.e: Solve problems that involve whole numbers, decimals and fractions and use appropriate conversions.	**BCA1.c.8.m:** Use data patterns to solve problems.	**BCA1.c.11.h:** Use probability concepts to solve problems involving uncertainty.
	BCA1.c.4.e: Add, subtract, multiply and divide whole numbers, decimals and fractions without the use of technology.		
	BCA1.c.5.e: Recognize, describe and predict patterns of data.		
BCA1.d: Use algebraic procedures.	**BCA1.d.1.e:** Recognize changes in patterns.	**BCA1.d.4.m:** Differentiate patterns of data.	**BCA1.d.7.h:** Analyze and predict patterns of data.
	BCA1.d.2.e: Use mathematical operations for simple calculations.	**BCA1.d.5.m:** Apply the correct order of operations.	**BCA1.d.8.h:** Construct algebraic equations using the correct order of operations.
	BCA1.d.3.e: Identify algebraic symbols in mathematical calculations.	**BCA1.d.6.m:** Use algebraic symbols to solve problems.	**BCA1.d.9.h:** Generate equations using variable information.
Standard: BIT.BCA2: Students will use international standards of measurement when solving business problems.			
BCA2.a: Access and collect currency rate information.	**BCA2.a.1.e:** Recognize US currency.	**BCA2.a.4.m:** Recognize currency terms from the global economy.	**BCA2.a.7.h:** Calculate exchange rate from U.S. dollars to international currency and back.
	BCA2.a.2.e: Properly count US currency and coin.	**BCA2.a.5.m:** Identify online resources to convert currencies.	**BCA2.a.8.h:** Select and use online resources to convert currencies.
	BCA2.a.3.e: Recognize that both domestic and international currency exists.	**BCA2.a.6.m:** Determine a positive or negative exchange rate when compared to US currency.	**BCA2.a.9.h:** Compare exchange rates for purchasing power evaluation.
BCA2.b: Compare and contrast number systems.	**BCA2.b.1.e:** Identify U.S. customary units of measure.	**BCA2.b.4.m:** Compute U.S. customary units of measure.	**BCA2.b.7.h:** Explain U.S. customary units of measure.
	BCA2.b.2.e: Identify metric units of measure.	**BCA2.b.5.m:** Compute metric units of measure.	**BCA2.b.8.h:** Explain metric units of measure.
	BCA2.b.3.e: Measure U.S. customary and metric units accurately.	**BCA2.b.6.m:** Convert smaller measurement units to larger units and back.	**BCA2.b.9.h:** Convert U.S. customary units of measurement to metric and back.

Standard: BIT.BCA3: Students will analyze and explain statistical data in charts, tables and graphs.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BCA3.a: Create and analyze spreadsheets.	**BCA3.a.1.e:** Use a spreadsheet program to calculate simple data.	**BCA3.a.3.m:** Calculate data using formulas and functions.	**BCA3.a.5.h:** Construct formulas and equations.
	BCA3.a.2.e: Compute math functions using spreadsheets.	**BCA3.a.4.m:** Calculate common mathematical functions (mean, median, mode, average, sum, etc.).	**BCA3.a.6.h:** Compare and contrast spreadsheet data for statistical analysis.
BCA3.b: Illustrate and evaluate graphical data.	**BCA3.b.1.e:** Identify major components of charts and graphs.	**BCA3.b.3.m:** Prepare and produce charts and graphs.	**BCA3.b.5.h:** Examine and interpret tables, charts and graphs to make comparisons, predictions and inferences.
	BCA3.b.2.e: Recognize current and emerging technologies to construct and display data graphically.	**BCA3.b.4.m:** Apply current and emerging technologies to construct and display data graphically/digitally.	**BCA3.b 6.h:** Use current and emerging technologies to construct and interpret data graphically.
BCA3.c: Calculate probability using the appropriate probability distribution.		**BCA3.c.1.m:** Experiment with situations to determine probability.	**BCA3.c.3.h:** Use technology to calculate probability.
		BCA3.c.2.m: Analyze probability results to make an informed decision.	**BCA3.c.4.h:** Assess situations and predict outcomes based on probability.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: BC/Business Communications

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
BC1.a: Practice efficient and effective spoken communication skills.	**BC1.a.1.e:** Express needs and wants verbally.	**BC1.a.5.m:** Organize thoughts to reflect logical thinking.	**BC1.a.10.h:** Lead logical and complex discussions.
	BC1.a.2.e: Participate in group discussions and role-playing.	**BC1.a.6.m:** Model effective communication group discussions and role-playing.	**BC1.a.11.h:** Participate in an effective group discussions/role-playing defending both sides of an issue.
	BC1.a.3.e: Introduce self to other individuals.	**BC1.a.7.m:** Make introductions in a variety of situations.	**BC1.a.12.h:** Introduce others in a variety of situations.
	BC1.a.4.e: Ask appropriate questions.	**BC1.a.8.m:** Determine when more information is needed and ask appropriate questions.	**BC1.a.13.h:** Ask questions with confidence to elicit more information.
		BC1.a.9.m: Demonstrate basic interview skills in a mock interview.	**BC1.a.14.h:** Demonstrate appropriate interviewing techniques (attire, questions, etc.) in mock employment interviews.
BC1.b: Select language, visuals and method of delivery appropriate to the situation.	**BC1.b.1.e:** Compose and speak simple responses to questions.	**BC1.b.4.m:** Respond to questions directly and appropriately.	**BC1.b.7.h:** Compose and speak complex responses to questions for both sides of a question or issue.
	BC1.b.2.e: Identify word usage in a sentence.	**BC1.b.5.m:** Demonstrate awareness to language bias.	**BC1.b.8.h:** Use standard English when speaking; avoiding the use of expletive, slang, jargon and technical terms.
	BC1.b.3.e: Demonstrate correct spelling, grammar, word usage and legible writing.	**BC1.b.6.m:** Demonstrate correct spelling, grammar, word usage and legible writing.	**BC1.b.9.h:** Use proper techniques when delivering a formal presentation including analyzing the use of fillers.
BC1.c: Plan and present speeches/presentations individually and as a member of a group.	**BC1.c.1.e:** Give a short speech.	**BC1.c.6.m:** Give a speech in front of a small group.	**BC1.c.11.h:** Give a presentation in professional attire to a large group of people using visual aids to enhance the presentation.
	BC1.c.2.e: Write a short story as a member of a group and perform it.	**BC1.c.7.m:** Use digital collaboration tools to plan with group members.	**BC1.c.12.h:** Complete a group project using digital collaboration and present findings.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	BC1.c.3.e: Attend a digital conference.	BC1.c.8.m: Actively participate in a digital conference presentation.	BC1.c.13.h: Create and deliver a digital conference and/or presentation.
	BC1.c.4.e: Be an active member at a group meeting.	BC1.c.9.m: Attend a school board or community-based meeting.	BC1.c.14.h: Preside at meetings and demonstrate basic parliamentary procedure.
	BC1.c.5.e: Describe what an impromptu speech is.	BC1.c.10.m: Present a brief informative impromptu speech.	BC1.c.15.h: Deliver a persuasive impromptu presentation.
Standard: BIT.BC2: Students will apply basic social communication in both personal and professional settings.			
BC2.a: Formulate a positive self-image by exhibiting professional and ethical behavior in the work environment.	BC2.a.1.e: Follow classroom rules.	BC2.a.3.m: Describe strategies for communicating with co-workers.	BC2.a.6.h: Present and role-play strategies for communicating with managers, co-workers and customers/clients.
	BC2.a.2.e: Describe responsible digital citizenship.	BC2.a.4.m: Develop a responsible social media image.	BC2.a.7.h: Use negotiation strategies to resolve a conflict.
		BC2.a.5.m: Participate in an interview.	BC2.a.8.h: Participate in and evaluate practice interviews.
BC2.b: Examine business customs and etiquette of various cultures.	BC2.b.1.e: Recognize nonverbal messages.	BC2.b.4.m: Give examples of nonverbal messages that have different meanings.	BC2.b.7.h: Research and participate in a presentation on the customs and cultures of a different country.
	BC2.b.2.e: Demonstrate appropriate manners.	BC2.b.5.m: Demonstrate appropriate manners and etiquette when interacting with diverse people.	BC2.b.8.h: Compare and contrast cultures of diverse corporate organizations.
	BC2.b.3.e: List reasons why customers are happy or unhappy with a store/product.	BC2.b.6.m: Analyze situations in which communication can positively/negatively impact customer service.	BC2.b.9.h: Participate in group discussions/role play customer service problem resolution.
BC2.c: Use proper etiquette to communicate with others.	BC2.c.1.e: Create and send an email.	BC2.c.2.m: Demonstrate proper etiquette while communicating digitally.	BC2.c.3.h: Compare and contrast methods of presenting information and choose the best format for a given situation.

Standard: BIT.BC3: Students will use current technology to enhance the effectiveness of communication.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BC3.a: Use digital messaging technologies to send and receive basic messages.	**BC3.a.1.e:** Submit work electronically.	**BC3.a.3.m:** Submit work via email, digital drop box, etc.	**BC3.a.5.h:** Compose and evaluate formal and informal digital correspondence.
	BC3.a.2.e: Use basic keyboarding and computer functions.	**BC3.a.4.m:** Create professional email to request information.	**BC3.a.6.h:** Evaluate messages and select the appropriate technology for transmitting them.
BC3.b: Demonstrate appropriate etiquette when using a two-way communication device.	**BC3.b.1.e:** Recognize the multiple ways that mobile technologies are used in society (business and personal).	**BC3.b.5.m:** Use mobile technology by sending digital pictures, videos and text messages, etc.	**BC3.b.9.h:** Use advanced mobile technology by viewing and/or participating in digital conferences.
	BC3.b.2.e: Role-play answering a two-way communication device in the classroom.	**BC3.b.6.m:** Use a two-way communication device to receive and place appropriate personal calls.	**BC3.b.10.h:** Use a two-way communication device to receive and place appropriate business calls.
	BC3.b.3.e: Project a positive first impression over a two-way communication device.	**BC3.b.7.m:** Identify nature of call and meet caller's needs.	**BC3.b.11.h:** Communicate effectively with caller.
	BC3.b.4.e: Recognize proper etiquette when using a two-way communication device.	**BC3.b.8.m:** Practice proper etiquette when using a two-way communication device.	**BC3.b.12.h:** Demonstrate the consistent use of proper etiquette when using a two-way communication device.
BC3.c: Comprehend the rules of safe and appropriate conduct while communicating digitally.	**BC3.c.1.e:** Discuss rules of safe and appropriate conduct while communicating digitally.	**BC3.c.2.m:** Discuss dangers of Internet predators.	**BC3.c.3.h:** Prevent, problem solve and respond to difficult situations digitally.
			BC3.c.4.h: Give presentation on appropriate digital conduct.
BC3.d: Use asynchronous (different time, different place) and synchronous (same time, different place) collaboration tools to facilitate group work.	**BC3.d.1.e:** Explore a digital resource.	**BC3.d.3.m:** Compose, deliver and publish documents digitally.	**BC3.d.6.h:** Create and publish a web-based video.
	BC3.d.2.e: Participate in a virtual field trip to complete a group project.	**BC3.d.4.m:** Collaborate with students via the Internet to complete a group project.	**BC3.d.7.h:** Collaborate with students and business people via the Internet to acquire information.
		BC3.d.5.m: Participate in a digital conference.	**BC3.d.8.h:** Discuss the benefits of digital conferencing as an alternative to face-to-face collaboration.
BC3.e: Demonstrate the ability to use and operate electronic message technologies, voice input and voice recognition tools.	**BC3.e.1.e:** Use a digital resource to input data via voice.	**BC3.e.2.m:** Create a digital voice resource for a class project.	**BC3.e.3.h:** Use voice input and recognition tools to attend a meeting or have a group discussion.

Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BC4.a: Demonstrate efficient means of using technology to locate print and digital information to aid in research, analysis, decision making and verifying information.	**BC4.a.1.e:** Perform digital searches using multiple sources to find accurate results to access printed text and other electronic resources.	**BC4.a.4.m:** Write a brief research paper using print and digital resources.	**BC4.a.7.h:** Use digital libraries and other resources to find information to write a research paper with correctly cited sources and a formatted reference page.
	BC4.a.2.e: Use the LMC to find topic specific printed materials.	**BC4.a.5.m:** Use digital resources to find a news article related to a given topic.	**BC4.a.8.h:** Participate in a digital discussion board related to a given topic.
	BC4.a.3.e: Use various search engines to locate a topic specific graphic.	**BC4.a.6.m:** Evaluate the effectiveness of a search and recommend changes to increase its efficiency.	**BC4.a.9.h:** Investigate possible motives of authors of information to determine authenticity.
BC4.b: Determine authority and validity of sources/resources and demonstrate proper citation of sources.	**BC4.b.1.e:** Describe why it is not right to copy other people's work.	**BC4.b.4.m:** Explain ownership and use of digitally generated information.	**BC4.b.7.h:** Document properly both print and digital sources to avoid plagiarism.
	BC4.b.2.e: Use digital resource tools to cite sources correctly.	**BC4.b.5.m:** Evaluate digital sources to determine authorship, validity and relevance.	**BC4.b.8.h:** Plan, research and write business-specific reports that incorporate graphic aids.
	BC4.b.3.e: Recognize why sources of text and images need to be cited.	**BC4.b.6.m:** Present researched information in a meaningful format citing sources of text and images.	**BC4.b.9.h:** Cite sources of digital resources in proper format.

Standard: BIT.BC5: Students will plan and write documents that are appropriate for the situation, purpose and audience.

BC5.a: Apply correct spelling, grammar, word and number usage and punctuation to a given situation.	**BC5.a.1.e:** Identify the parts of speech.	**BC5.a.5.m:** Recognize the different kinds of sentences.	**BC5.a.9.h:** Recognize how the parts of speech function in sentences.
	BC5.a.2.e: Expand vocabulary as needed when reading at grade level.	**BC5.a.6.m:** Expand vocabulary as needed to continue reading at grade level.	**BC5.a.10.h:** Proofread, edit and revise written work using vocabulary specific to various topics.
	BC5.a.3.e: Read and follow directions.	**BC5.a.7.m:** Write simple and compound sentences effectively.	**BC5.a.11.h:** Recognize and write effective and grammatically correct complex sentences and paragraphs.
	BC5.a.4.e: Apply correct grammar and spelling in written formats.	**BC5.a.8.m:** Recognize grammar/spelling mistakes and use proofreader's marks to correct the errors.	**BC5.a.12.h:** Proofread and edit business documents to ensure they are clear, correct, concise and consistent.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**PK-5**	**PK-5**
BC5.b: Develop and use a writing process appropriate to the situation.	**BC5.b.1.e:** Identify steps in the writing process.	**BC5.b.4.m:** Identify factors affecting the readability of text.	**BC5.b.16.h:** Edit and revise written work to improve content and effectiveness.
	BC5.b.2.e: Compose a personal message.	**BC5.b.5.m:** Compose an appropriate message for specific audiences.	**BC5.b.17.h:** Compose a variety of business documents for various situations.
	BC5.b.3.e: Write a thank you note.	**BC5.b.6.m:** Recognize when a direct, indirect or persuasive message is used.	**BC5.b.18.h:** Develop direct, indirect and persuasive messages for appropriate situations.
		BC5.b.7.m: Define biased language.	**BC5.b.19.h:** Avoid biased language (gender, sex, race, etc.).
		BC5.b.8.m: Define sender vs. receiver in communication.	**BC5.b.20.h:** Analyze the receiver of the communication to determine appropriate message style.
		BC5.b.9.m: Develop a meeting agenda.	**BC5.b.21.h:** Document and format minutes from a business meeting.
		BC5.b.10.m: Determine the difference between a formal and informal report.	**BC5.b.22.h:** Develop formal and informal reports.
		BC5.b.11.m: Compose a personal business letter.	**BC5.b.23.h:** Compose a business letter.
		BC5.b.12.m: Develop a letter of application/cover letter.	**BC5.b.24.h:** Write a formal application letter for job opportunities.
		BC5.b.13.m: Outline the parts of a resume.	**BC5.b.25.h:** Create a digitally accessible and print version of a resume.
		BC5.b.14.m: Write a thank you letter/email for a specific event.	**BC5.b.26.h:** Complete employment application forms.
		BC5.b.15.m: Develop a portfolio containing career research materials.	**BC5.b.27.h:** Write a follow-up (thank you) letter/email for job opportunities.
			BC5.b.28.h: Develop a digital portfolio containing career research materials for a least one career pathway.

Standard: BIT.BC6: Students will listen discriminately and respond appropriately to oral communication.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
BC6.a: Demonstrate proper listening techniques.	**BC6.a.1.e:** Describe traits of an active listener.	**BC6.a.5.m:** Determine if more information is needed and ask suitable questions.	**BC6.a.9.h:** Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
	BC6.a.2.e: Summarize a classroom discussion.	**BC6.a.6.m:** Take complete and accurate notes.	**BC6.a.10.h:** Listen carefully to separate fact from opinion.
	BC6.a.3.e: Listen attentively to guest speakers.	**BC6.a.7.m:** Interview people to learn about a topic and write a summary.	**BC6.a.11.h:** Identify and overcome barriers to enhance active listening.
	BC6.a.4.e: Take simple notes.	**BC6.a.8.m:** Take notes in an outline form.	**BC6.a.12.h:** Direct courteous attention to multiple speakers within a group to obtain key facts.
BC6.b: Assess and respond to verbal and nonverbal messages.	**BC6.b.1.e:** Recognize various nonverbal signals.	**BC6.b.2.m:** Participate in a debate.	**BC6.b.4.h:** Demonstrate effective negotiation skills.
		BC6.b.3.m: Interpret nonverbal signals appropriately.	**BC6.b.5.h:** Respond appropriately to nonverbal signals.

When developing course content related to Business Communications refer to additional standards, learning priorities and performance indicators associated with Business Law and Ethics and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: BLE/Business Law and Ethics

Standard: BIT.BLE1: Students will assess the legal system in which they live and work.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
BLE1.a: Analyze the sources of law.	**BLE1.a.1.e:** Define and give examples of rules and laws and why they are important.	**BLE1.a.5.m:** Describe the branches of government.	**BLE1.a.10.h:** Summarize each branch of the federal and state government and explain the importance of each.
	BLE1.a.2.e: Give examples of a constitution.	**BLE1.a.6.m:** Outline how a constitution safeguards and limits an individual's rights.	**BLE1.a.11.h:** Compare and contrast the United States Constitution with the Wisconsin Constitution.
	BLE1.a.3.e: Explain the consequences of not having rules and laws.	**BLE1.a.7.m:** Explain why laws are developed at the federal and state levels.	**BLE1.a.12.h:** Explain how laws are developed at the federal and state levels.
	BLE1.a.4.e: Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	**BLE1.a.8.m:** Describe why citizens are obligated to follow rules and laws.	**BLE1.a.13.h:** Summarize the basic freedoms guaranteed by the Bill of Rights and describe key amendments of the United States Constitution.
		BLE1.a.9.m: Summarize the consequences of not following rules and laws.	**BLE1.a.14.h:** Interpret statutory law and identify the purposes of statutory law.
			BLE1.a.15.h: Explain the role of precedent in the legal system.
			BLE1.a.16.h: Define administrative agencies and regulations; explain where administrative agencies get their power and how they create regulations.
BLE1.b: Summarize the structure of the court system.	**BLE1.b.1.e:** Describe situations that may result in the need for a court system.	**BLE1.b.4.m:** Explain the function of the court system.	**BLE1.b.7.h:** Argue the importance of the court system.
	BLE1.b.2.e: Identify parties in a courtroom setting.	**BLE1.b.5.m:** Describe the roles of courtroom personnel.	**BLE1.b.8.h:** Summarize the roles of the professionals in legal proceedings, such as judges, lawyers and paralegals.

Learning Priority	PK-5	6-8	9-12
	BLE1.b.3.e: Identify local court locations.	**BLE1.b.6.m:** Describe the different levels of the court system.	**BLE1.b.9.h:** Illustrate the basic structure of the federal, state, county and local court system.
			BLE1.b.10.h: Explain the differences between cases that fall within the jurisdiction of the federal, state and county court system.
			BLE1.b.11.h: Compare the role and structure of the federal appellate court and the state appellate court.
BLE1.c: Illustrate the legal process in civil and criminal cases and how each differs.	**BLE1.c.1.e:** Define crime.	**BLE1.c.2.m:** Differentiate civil and criminal law.	**BLE1.c.6.h:** Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution.
		BLE1.c.3.m: Compare and contrast the classification of crimes.	**BLE1.c.7.h:** Explain litigation and generate methods for resolving disputes other than litigation.
		BLE1.c.4.m: Explain the elements that make up a criminal act.	**BLE1.c.8.h:** Compare procedural and substantive law.
		BLE1.c.5.m: Discuss situations that could result in a lawsuit.	**BLE1.c.9.h:** Analyze different business-related crimes.
			BLE1.c.10.h: Differentiate between negligence and intentional torts.
Standard: BIT.BLE2: Students will interpret laws associated with business organizations, agency law and employment law.			
BLE2.a: Summarize the characteristics of owning and operating a business.	**BLE2.a.1.e:** Describe the responsibilities of owning a business.	**BLE2.a.5.m:** Explain how and why people start a new business.	**BLE2.a.11.h:** Analyze the process for starting and operating a sole proprietorship.
	BLE2.a.2.e: Explain partnership.	**BLE2.a.6.m:** Describe how partnerships are created.	**BLE2.a.12.h:** Distinguish among the different types of partners, such as silent, dormant and secret; describe the powers and duties of each type of partner.
	BLE2.a.3.e: Identify well-known corporations.	**BLE2.a.7.m:** Compare and contrast the legal liability implications of ownership related to the different forms of business.	**BLE2.a.13.h:** Identify how the partnership may be dissolved by the partners, operation of the law and by the order of the court.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	BLE2.a.4.e: Identify store or restaurant chains.	**BLE2.a.8.m:** Explain regulations relating to the operation of business.	**BLE2.a.14.h:** Summarize why a corporation is a legal entity.
		BLE2.a.9.m: Discuss the forms of business and identify local community examples.	**BLE2.a.15.h:** Illustrate the steps in forming a corporation.
		BLE2.a.10.m: Explain the function and purpose of a franchise.	**BLE2.a.16.h:** Summarize the functions of the board of directors and officers of a corporation.
			BLE2.a.17.h: Describe the ways a corporation may be terminated.
			BLE2.a.18.h: Summarize the role of franchises in the business environment.
BLE2.b: Summarize the role of agency law and assess why it is important in business operations.			**BLE2.b.1.h:** Explain the different types of agents.
			BLE2.b.2.h: Compare and contrast an agent and other business individuals. (i.e., independent contractors, brokers, bailees, etc.).
			BLE2.b.3.h: Analyze agency relationships and illustrate ways agency relationships may be created.
			BLE2.b.4.h: Summarize the duties an agent owes to the principal and the duties the principal owes the agent.
			BLE2.b.5.h: Analyze how an agent can become liable to a third party in a contract.
BLE2.c: Analyze the role of employment law.	**BLE2.c.1.e:** Describe the requirements of various jobs.	**BLE2.c.5.m:** Examine employment at will.	**BLE2.c.10.h:** Explain the wrongful discharge exceptions to employment at will.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	BLE2.c.2.e: Describe the rights and responsibilities of employees.	**BLE2.c.6.m:** Identify ways laws protect working adults and minors.	**BLE2.c.11.h:** Summarize legislation that regulates employee rights and employment conditions.
	BLE2.c.3.e: List the rights and responsibilities of employers.	**BLE2.c.7.m:** Predict the legal basis for termination.	**BLE2.c.12.h:** Examine justified and unjustified discrimination practices.
	BLE2.c.4.e: Define labor union.	**BLE2.c.8.m:** Explain how a labor union operates.	**BLE2.c.13.h:** Examine the history of labor unions.
		BLE2.c.9.m: Examine the employer-employee relationship.	**BLE2.c.14.h:** Summarize legislation that addresses labor union activities.
Standard: BIT.BLE3: Students will evaluate the legal implications of contract law, law of sales and consumer law.			
BLE3.a: Analyze contract law as it relates to sales and consumer law.	**BLE3.a.1.e:** Define contract.	**BLE3.a.4.m:** Identify and explain various types of contracts.	**BLE3.a.7.h:** Explain the required elements of a contract.
	BLE3.a.2.e: Outline various parts of a simple contract.	**BLE3.a.5.m:** Identify contractual capacity.	**BLE3.a.8.h:** Explain a minor's contractual capacity.
	BLE3.a.3.e: Explain the importance of a contract.	**BLE3.a.6.m:** Evaluate contractual rights and responsibilities.	**BLE3.a.9.h:** Explain how contractual rights and duties are created through offer and acceptance.
			BLE3.a.10.h: Describe the types of consideration and justify the exceptions to the requirements of consideration.
			BLE3.a.11.h: Compare and contrast bilateral and unilateral; express and implied; and oral and written contracts (including substantial performance, promissory estoppel and quasi contracts).
			BLE3.a.12.h: Summarize options to discharge a contract.
			BLE3.a.13.h: Explain breach of contract and defend the remedies available when a contract is breached.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BLE3.b: Interpret the legal issues involved with the sales of goods and consumer protection as they relate to contract and consumer law.	**BLE3.b.1.e:** Describe a consumer.	**BLE3.b.5.m:** Discuss the rights and responsibilities of consumers.	**BLE3.b.9.h:** Assess warranty types and describe how each may be excluded or modified.
	BLE3.b.2.e: Indicate the difference between goods and services.	**BLE3.b.6.m:** Contrast goods from services and real property.	**BLE3.b.10.h:** Summarize the differences between a sale of goods and other transactions relating to goods.
	BLE3.b.3.e: Define sales.	**BLE3.b.7.m:** Examine the Uniform Commercial Code.	**BLE3.b.11.h:** Interpret the Uniform Commercial Code (UCC) and defend why states have adopted it.
	BLE3.b.4.e: Identify goods that are produced in the local community and Wisconsin.	**BLE3.b.8.m:** Examine consumer law legislation that regulates consumer credit.	**BLE3.b.12.h:** Summarize legislation that regulates consumer credit and consumer protection.
			BLE3.b.13.h: Evaluate the statute of limitations.
Standard: BIT.BLE4: Students will analyze the legal aspects of property law.			
BLE4.a: Evaluate laws and legal rules associated with personal property.	**BLE4.a.1.e:** Define personal property.	**BLE4.a.3.m:** Distinguish between the classifications of property.	**BLE4.a.6.h:** Compare the types of property and assess why property distinctions are important.
	BLE4.a.2.e: Identify types of personal property.	**BLE4.a.4.m:** Examine the different ways to acquire property.	**BLE4.a.7.h:** Analyze the various methods property is acquired.
		BLE4.a.5.m: Analyze the various ways of holding ownership to property.	**BLE4.a.8.h:** Evaluate forms of co-ownership of personal property.
			BLE4.a.9.h: Illustrate common bailments.
			BLE4.a.10.h: Outline the standard of care bailees are required to exercise over bailed property.
BLE4.b: Evaluate laws and legal rules associated with real property.	**BLE4.b.1.e:** Define property.	**BLE4.b.4.m:** Show how property can be transferred.	**BLE4.b.7.h:** Compare and contrast liens, licenses and easements.
	BLE4.b.2.e: Explain a lease.	**BLE4.b.5.m:** Categorize the various types of leases.	**BLE4.b.8.h:** Illustrate the method of transferring title (deeding) to real property.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	BLE4.b.3.e: Describe a landlord.	**BLE4.b.6.m:** Outline the rights and duties of landlords and tenants.	**BLE4.b.9.h:** Describe the kinds of rental relationships that landlords and tenants may create.
			BLE4.b.10.h: Compare and contrast a lease and a deed.
			BLE4.b.11.h: Analyze the rights and duties of landlords and tenants when terminating a lease.
BLE4.c: Evaluate laws and legal rules associated with intellectual property.		**BLE4.c.1.m:** Define intellectual property.	**BLE4.c.4.h:** Analyze the concept of intellectual property.
		BLE4.c.2.m: Illustrate the different types of intellectual property.	**BLE4.c.5.h:** Summarize the types of intellectual property that are created and protected by law.
		BLE4.c.3.m: Examine the laws that protect intellectual property rights.	**BLE4.c.6.h:** Assess how intellectual property rights can be terminated or can be lost.
			BLE4.c.7.h: Describe the sources of intellectual property law and defend their principal features.
Standard: BIT.BLE5: Students will communicate how ethical issues impact the business environment.			
BLE5.a: Summarize the importance of social responsibility in all areas of business.	**BLE5.a.1.e:** Discuss the importance of a business providing jobs to local communities.	**BLE5.a.4.m:** Define corporate social responsibility.	**BLE5.a.9.h:** Explain the role of good corporate citizenship and its impact on society.
	BLE5.a.2.e: List ways in which a business' actions could have both positive and negative impacts on a community.	**BLE5.a.5.m:** Discuss methods in which a corporation can demonstrate social responsibility.	**BLE5.a.10.h:** Critique the impact of environmental responsibility on a business and its effect on society.
	BLE5.a.3.e: Describe what it means to be responsible.	**BLE5.a.6.m:** Explain the importance of a business paying taxes.	**BLE5.a.11.h:** Illustrate how a business could become involved with its community.
		BLE5.a.7.m: Identify ways in which businesses become involved with community projects.	**BLE5.a.12.h:** Distinguish between business ethics and social responsibility.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
		BLE5.a.8.m: Distinguish between business and personal ethics.	**BLE5.a.13.h:** Illustrate the long-term impact of corporate social responsibility to the environment.
			BLE5.a.14.h: Analyze government regulations that are a direct result of corporate social irresponsibility and unethical business practices.
BLE5.b: Explain and relate the function of a code of ethics in business.	**BLE5.b.1.e:** Explain why a business should not use false advertising methods.	**BLE5.b.2.m:** Describe the consequences of false advertising practices.	**BLE5.b.7.h:** Compare and contrast the impact of false advertising methods and the importance of Truth in Packaging and Truth in Selling (i.e. price fixing, bait and switch, pyramid schemes, etc.).
		BLE5.b.3.m: Explain the ethical responsibilities of multiple roles within a business structure.	**BLE5.b.8.h:** Recognize industrial espionage and its impact on the business environment.
		BLE5.b.4.m: Analyze ethical scenarios and their solutions that a business may encounter.	**BLE5.b.9.h:** Compare various codes of ethics and their relevance to the corporate structure.
		BLE5.b.5.m: Analyze a personal code of ethical behavior.	**BLE5.b.10.h:** Communicate the impact of unethical marketing practices on society.
		BLE5.b.6.m: Diagram ideas to guide ethical decision making.	**BLE5.b.11.h:** Scrutinize historical scandals in which a company lacked having a code of ethics and the consequences of its actions.
			BLE5.b.12.h: Evaluate the ethical and legal implications of a business not abiding by a code of ethical behavior (i.e. employee hiring, evaluation, health and safety, sexual harassment, discrimination and privacy).

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BLE5.c: Communicate ethical concerns that relate to increased global competition (i.e., bribery, corruption, questionable labor practices, human rights violations, product dumping, etc.).	**BLE5.c.1.e:** Discuss ethical behavior that is important in all cultures.	**BLE5.c.5.m:** Distinguish between international ethics and international law.	**BLE5.c.10.h:** Compare and contrast the ethical systems of different cultures.
	BLE5.c.2.e: Identify values that people share on a global level.	**BLE5.c.6.m:** Contrast how the interpretation of ethics may vary between cultures.	**BLE5.c.11.h:** Analyze the impact of "dumping" when discussing imports and exports.
	BLE5.c.3.e: Define compassion.	**BLE5.c.7.m:** Identify groups to whom international businesses are responsible.	**BLE5.c.12.h:** Synthesize international case studies that include unethical practices.
	BLE5.c.4.e: Define justice.	**BLE5.c.8.m:** List current ethical issues in the global business environment.	**BLE5.c.13.h:** Recognize the ethical considerations of bribery, corruption, questionable labor practices and human rights violations.
		BLE5.c.9.m: Explain how culture affects ethical decisions.	**BLE5.c.14.h:** Analyze global organizations that promote and guide ethical behavior.
			BLE5.c.15.h: Illustrate strategies that international businesses can use to encourage ethical behavior.
BLE5.d: Predict environmental factors that may encourage unethical behavior.	**BLE5.d.1.e:** Define profit.	**BLE5.d.4.m:** Describe how the drive to make a profit may influence unethical behavior.	**BLE5.d.8.h:** Outline the degree of influence media has on ethical behavior.
	BLE5.d.2.e: Define competition.	**BLE5.d.5.m:** Explain competition and its importance to business.	**BLE5.d.9.h:** Evaluate ethical problems that could result from business technologies.
	BLE5.d.3.e: Explain how a business uses the media (i.e., radio, television, digital communications, print).	**BLE5.d.6.m:** Discuss the importance of making a profit.	**BLE5.d.10.h:** Analyze training opportunities that a business could implement to promote ethical behavior among its employees.
		BLE5.d.7.m: Examine how businesses use social media and other emerging technologies.	**BLE5.d.11.h:** Examine how a competitive business environment may promote unethical behavior.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BLE5.e: Analyze the ethical and legal relationship between fair business practices and intellectual property.	**BLE5.e.1.e:** Explain the consequences when someone uses an idea that is not their own.	**BLE5.e.5.m:** Discuss different types of intellectual property in a business environment.	**BLE5.e.9.h:** Outline the consequences of patent, trademark and copyright infringement.
	BLE5.e.2.e: Define trademark and give examples of logos or trademarks.	**BLE5.e.6.m:** Explain why intellectual property is valuable and protected.	**BLE5.e.10.h:** Analyze the ethical impacts of employee raiding and non-compete clauses in business.
	BLE5.e.3.e: Define confidentiality.	**BLE5.e.7.m:** Distinguish between real property and intellectual property.	**BLE5.e.11.h:** Explain digital rights management and its importance to technological businesses.
	BLE5.e.4.e: Summarize the difference between cheating and stealing.	**BLE5.e.8.m:** List the differences between patents, trademarks and copyright.	**BLE5.e.12.h:** Assess intellectual property ethical case studies.
Standard: BIT.BLE6: Students will analyze the role of personal integrity and ethical behavior in the workplace.			
BLE6.a: Differentiate between ethical and legal issues in business relationships.	**BLE6.a.1.e:** Define ethics.	**BLE6.a.4.m:** Distinguish between and relate the consequences of illegal actions and unethical behavior.	**BLE6.a.7.h:** Compare and contrast ethical theories.
	BLE6.a.2.e: Identify ethical character traits (i.e., honesty, integrity and fairness).	**BLE6.a.5.m:** Explain how a person's values relate to ethical behavior.	**BLE6.a.8.h:** Analyze ethical dilemmas.
	BLE6.a.3.e: Communicate how to respect the privacy of others.	**BLE6.a.6.m:** Describe how ethics and law are related.	**BLE6.a.9.h:** Compare and contrast the consequences of unethical behavior with illegal behavior.
			BLE6.a.10.h: Analyze the role of values in constructing an ethical code that relates to the legal system.
			BLE6.a.11.h: Describe the Sarbanes-Oxley Act and other related legislation and their impact on ethical business transactions.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BLE6.b: Explain the impact of unethical behavior in business transactions.	**BLE6.b.1.e:** Predict examples of honest and dishonest workplace behavior.	**BLE6.b.3.m:** Evaluate the consequences of unethical behavior that occur in the workplace.	**BLE6.b.7.h:** Examine ethical issues involving employer/employee relationships.
	BLE6.b.2.e: Define a business client.	**BLE6.b.4.m:** Identify the responsibilities a business has to its employees.	**BLE6.b.8.h:** Compare strategies that encourage ethical behavior in business transactions.
		BLE6.b.5.m: Identify the responsibilities a business has to its clients.	**BLE6.b.9.h:** Investigate the origin of the study of business ethics and its implications on business transactions.
		BLE6.b.6.m: Identify the responsibilities a business has to its shareholders.	**BLE6.b.10.h:** Compare and contrast the relationship between a business' fiduciary responsibilities and its responsibilities to its employees and clients.
			BLE6.b.11.h: Analyze the difference between ethical behavior based on legal responsibilities and ethical behavior based on moral responsibilities.
BLE6.c: Demonstrate ethical work habits.	**BLE6.c.1.e:** Demonstrate positive work habits.	**BLE6.c.4.m:** Describe how to act with integrity.	**BLE6.c.7.h:** Assess problem-solving techniques that are ethically acceptable.
	BLE6.c.2.e: Explain honesty and respect.	**BLE6.c.5.m:** Demonstrate ethical behavior when working as a team.	**BLE6.c.8.h:** Analyze the importance of respecting individual differences and treating people with fairness.
	BLE6.c.3.e: Discuss how honesty and respect affect relationships with others.	**BLE6.c.6.m:** Identify the cost to a business when employees use business resources for personal reasons.	**BLE6.c.9.h:** Assess methods that can be used to encourage ethical work habits such as integrity, punctuality and respect.
			BLE6.c.10.h: Compare and contrast both the financial and non-financial costs of unethical work habits to a company.

Standard: BIT.BLE7: Students will evaluate ways in which ethical concerns affect emerging technologies and their impact on society.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
BLE7.a: Determine ethical issues related to information systems, such as access, accuracy and privacy.	**BLE7.a.1.e:** Establish reasons why electronically generated information does not guarantee privacy.	**BLE7.a.6.m:** List ways an employee could misuse company email.	**BLE7.a.13.h:** Analyze ethical issues related to emerging business technologies.
	BLE7.a.2.e: List acceptable behaviors when sharing electronically generated information.	**BLE7.a.7.m:** Discuss emerging technologies that a company or its employees use to conduct business.	**BLE7.a.14.h:** Compare corporate policies that prohibit unethical use of electronically generated information.
	BLE7.a.3.e: Explain plagiarism.	**BLE7.a.8.m:** Exhibit appropriate ethical behavior when using information technology.	**BLE7.a.15.h:** Outline the differences of license agreements (i.e., open source, site licenses, single-user license).
	BLE7.a.4.e: Define copyright.	**BLE7.a.9.m:** List possible consequences of unethical use of information technology.	**BLE7.a.16.h:** Analyze the impact of ethical and legal issues in an electronic environment.
	BLE7.a.5.e: Explain specific personal information that should not be available online.	**BLE7.a.10.m:** Review the rights and responsibilities of sharing electronically generated information.	**BLE7.a.17.h:** Develop an organizational policy dealing with the ethical and legal use of information.
		BLE7.a.11.m: Explain netiquette and its place in using information systems in the workplace.	**BLE7.a.18.h:** Compare various codes of ethics for specific language dealing with emerging technologies.
		BLE7.a.12.m: Explain the purpose of an Acceptable Use Policy.	**BLE7.a.19.h:** Compare and contrast Acceptable Use Policies among various business structures.
BLE7.b: Analyze ethical responsibilities and privacy issues when using technology in a business environment.	**BLE7.b.1.e:** Discuss reasons people use digital applications.	**BLE7.b.4.m:** Explain how social networking applications are used in personal and professional environments.	**BLE7.b.7.h:** Review the professional consequences of inappropriate use of social networking in business environments.
	BLE7.b.2.e: Discuss information that is shared through digital sources.	**BLE7.b.5.m:** Explain how the behavior and actions of an employee is a potential reflection on their employer.	**BLE7.b.8.h:** Summarize positive methods in which social networking applications are used as an effective business tool.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	BLE7.b.3.e: Identify information that should not be shared through a digital source.	**BLE7.b.6.m:** Recognize ways that corporations are impacted by social networking.	**BLE7.b.9.h:** Outline expectations and consequences that could be included in a corporate social networking policy.
			BLE7.b.10.h: Analyze how the effective use of social networking in the business environment supports collaboration and communication.

When developing course content related to Business Law and Ethics refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Communication, Economics and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: EC/Economics

Standard: BIT.EC1: Students will evaluate how resources are allocated in society.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
EC1.a: Describe how productive resources are limited and people must make choices in how they are used.	**EC1.a.1.e:** List economic wants.	**EC1.a.4.m:** Demonstrate economic decision making.	**EC1.a.7.h:** Evaluate an economic growth strategy that stimulates a sluggish economy.
	EC1.a.2.e: Identify economic choices students make.	**EC1.a.5.m:** Analyze economic choices that have both present and future consequences.	
	EC1.a.3.e: Identify the opportunity costs involved in making personal decisions.	**EC1.a.6.m:** Develop a solution to a problem and identify the opportunity cost.	
EC1.b: Use effective decision making processes to compare the costs and benefits of alternatives.	**EC1.b.1.e:** Describe the choices that people make that require them to give up something in order to receive something else.	**EC1.b.3.m:** Examine how a cost is something people give up when they receive something in exchange.	**EC1.b.5.h:** Measure the opportunity costs for solving various societal problems while still achieving economic goals.
	EC1.b.2.e: Identify the benefits that satisfy peoples' wants.	**EC1.b.4.m:** Determine the best consumption level of a particular product.	**EC1.b.6.h:** Assess how marginal utility affects both consumers and producers.
EC1.c: Differentiate between the methods that are used to allocate resources.	**EC1.c.1.e:** Explain why no individual method of distributing goods and services can satisfy all wants and needs.	**EC1.c.4.m:** Differentiate between how resources are allocated in traditional, command, market and mixed economies.	**EC1.c.7.h:** Evaluate the effectiveness in allocating resources in different economic systems (i.e. traditional, command, market and mixed economies).
	EC1.c.2.e: Recognize that goods and services are distributed using various methods.	**EC1.c.5.m:** Analyze how scarcity requires the use of a distribution method.	**EC1.c.8.h:** Compare the costs and benefits of different allocation methods.
	EC1.c.3.e: Discuss how people must either work individually or collectively to determine how resources are allocated.	**EC1.c.6.m:** Examine the following economic questions that all economies must address: what goods and services will be produced; how will they be produced; and who will consume them?	

Standard: BIT.EC2: Students will analyze how an economy functions.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EC2.a: Analyze the various macroeconomic measures of economic activity.	**EC2.a.1.e:** Describe inflation and deflation.	**EC2.a.3.m:** Evaluate how inflation and deflation affect purchasing power.	**EC2.a.6.h:** Evaluate the advantages and disadvantages of inflation and deflation.
	EC2.a.2.e: Illustrate how inflation reduces the value of money.	**EC2.a.4.m:** Analyze the relationship between purchasing power and inflation.	**EC2.a.7.h:** Measure how the Consumer Price Index (CPI) affects purchasing power.
		EC2.a.5.m: Analyze how changes in disposable income can affect an economy.	**EC2.a.8.h:** Evaluate the various stages of the business cycle, such as recovery, expansion, trough and peak.
			EC2.a.9.h: Calculate the real interest rate.
EC2.b: Describe how the economy can fluctuate based on spending and production decisions at the microeconomic and macroeconomic levels.	**EC2.b.1.e:** Define standard of living.	**EC2.b.4.m:** Analyze the effects of GDP.	**EC2.e.7.h:** Examine the distribution of public goods and services to the related funding sources.
	EC2.b.2.e: Identify the relationship of production levels (goods and services) to the standard of living.	**EC2.b.5.m:** Calculate the per capita GDP of a given country.	**EC2.b.8.h:** Compare and contrast potential GDP to real GDP.
	EC2.b.3.e: List productive resources.	**EC2.b.6.m:** Examine roles and resources available of households, businesses and the government.	**EC2.b.9.h:** Compare the GDPs of various nations to their standards of living.
			EC2.b.10.h: Assess the interrelated roles of households, businesses and the government in an economy.
EC2.c: Examine how unemployment imposes costs on individuals and the overall economy.	**EC2.c.1.e:** Compare and contrast employment vs. unemployment.	**EC2.c.4.m:** Evaluate the effects of unemployment on an economy.	**EC2.c.7.h:** Compare and contrast the various types of unemployment, such as frictional, structural, cyclical and seasonal.
	EC2.c.2.e: List reasons why a person may not be currently employed.	**EC2.c.5.m:** Analyze the demographics of a labor force.	**EC2.c.8.h:** Compare unemployment rates based on age, gender, race and education levels.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	EC2.c.3.e: Explain the purpose of unemployment.	**EC2.c.6.m:** Describe how unemployment affects our purchasing power.	**EC2.c.9.h:** Explain why the national unemployment rate differs from other estimates of actual unemployment.
EC2.d: Analyze the factors that stimulate economic growth and adjust the standard of living.	**EC2.d.1.e:** Discuss how physical capital, such as tools and machinery, can help workers improve their productivity.	**EC2.d.2.m:** Measure productivity in terms of input and output.	**EC2.d.4.h:** Appraise economic growth and identify the factors that cause it.
		EC2.d.3.m: Evaluate how technological change leads to new and improved goods and services.	**EC2.d.5.h:** Summarize how economic growth impacts poverty and the standard of living.
			EC2.d.6.h: Measure the opportunity costs and economic risks involved in investing in new physical and/or human capital.
EC2.e: Analyze the role of government, especially the U.S., in economic systems.	**EC2.e.1.e:** Describe how governments provide various kinds of public goods and services in a market economy.	**EC2.e.2.m:** Explain how individuals pay for public goods and services through taxes and fees.	**EC2.e.7.h:** Compare the benefit distribution of public goods and services to the funding sources.
		EC2.e.3.m: Inventory the various payments that constitute the majority of federal, state and local governmental spending.	**EC2.e.8.h:** Assess the impact of government expenditures to society.
		EC2.e.4.m: Compare local, state and federal tax receipts and expenditures.	**EC2.e.9.h:** Evaluate progressive, regressive and proportional taxes and list their effect on specific income groups.
		EC2.e.5.m: Distinguish how local, state and federal government regulations impact business, society and individuals in a society.	**EC2.e.10.h:** Interpret the various fiscal policies that the federal government uses to regulate the economy.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
		EC2.e.6.m: Define federal budget deficit and budget surplus.	**EC2.e.11.h:** Summarize how stabilizers, such as unemployment compensation, welfare benefits, Social Security subsidies and tax rates, affect economies in transition.
			EC2.e.12.h: Evaluate how the national debt affects the economy and the effects of short- and long-term spending.
EC2.f: Measure the cost of government policies.			**EC2.f.1.h:** Contrast the benefits and costs of political decisions.
			EC2.f.2.h: Assess government decisions based on long-term and short-term decisions.
			EC2.f.3.h: Evaluate why price controls are sometimes advocated by special interest groups.
EC2.g: Evaluate how the federal government budgetary policy and the Federal Reserve System's monetary policy influence the employment, output and price levels in our economy.	**EC2.g.1.e:** Identify that the Federal Reserve is the central banking system of the United States.	**EC2.g.2.m:** Examine the history of banking in the United States and explain how monetary and fiscal policies evolved.	**EC2.g.5.h:** Assess how the Federal Reserve System uses monetary policies to regulate the economy.
		EC2.g.3.m: Analyze the actions of the federal government when it runs a budget deficit and surplus.	**EC2.g.6.h**: Measure the effects of increasing/decreasing federal spending and reducing/increasing taxes.
		EC2.g.4.m: Identify when the federal government's annual budget is balanced.	**EC2.g.7.h:** Compare and give examples of various monetary policies.
			EC2.g.8.h: Evaluate how society allocates resources through laws, public policy and taxation.

Standard: BIT.EC3: Students will assess the role that money plays in our society.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EC3.a: Analyze the role of economic institutions and how they help individuals and groups accomplish their goals.	**EC3.a.1.e:** Identify how people contribute to the productive resources of land, labor, capital and entrepreneurship.	**EC3.a.4.m:** Compare the various types of economic institutions that exist in a market economy.	**EC3.a.7.h:** Assess and analyze the historic events that influenced the creation of our current banking system.
	EC3.a.2.e: Differentiate how saving and spending affect the economy differently.	**EC3.a.5.m:** Examine the role of profit and how it is related to risk and uncertainty.	**EC3.a.8.h:** Assess the advantages and disadvantages that result when an organization incorporates and issues stocks.
	EC3.a.3.e: Explain the role of banks in a market economy.	**EC3.a.6.m:** Analyze how labor unions represent workers.	**EC3.a.9.h:** Distinguish between the various types of non-profit organizations.
EC3.b: Evaluate how money influences our economy and economic decision making.	**EC3.b.1.e:** Discuss how people use money.	**EC3.b.4.m:** Evaluate the basic money supply in our economy.	**EC3.b.7.h:** Assess how the money supply in an economy is influenced when banks make loans and when the loans are paid off.
	EC3.b.2.e: Explain the historical progression of the current currency system.	**EC3.b.5.m:** Analyze how money is used as a "store of value."	**EC3.b.8.h:** Evaluate borrowing behaviors in relation to changes in interest rates.
	EC3.b.3.e: Evaluate how resources are used to make goods and services.	**EC3.b.6.m:** Describe the role of interest rates.	**EC3.b.9.h:** Interpret how interest rates are affected by the forces of supply and demand.
EC3.c: Analyze an individual's earning power.	**EC3.c.1.e:** State how human labor is a resource that is used to produce goods and services.	**EC3.c.3.m:** Identify the value of productive workers to employers and the benefits generated by being a productive employee.	**EC3.c.6.h:** Analyze how supply and demand for workers impacts salary.
	EC3.c.2.e: Describe how people earn income by exchanging their productive resources for either wages or salaries.	**EC3.c.4.m:** Define the price of labor and measure how a wage or salary is the price of labor.	**EC3.c.7.h:** Examine how worker's income is impacted by the demand for goods and services.
		EC3.c.5.m: Support the rationale for employers paying hourly wages or salaries to workers.	**EC3.c.8.h:** Assess how the economy, the GDP, technology, governmental policies and discrimination can affect personal income.

Standard: BIT.EC4: Students will analyze how market structures and prices affect the economy.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EC4.a: Differentiate between buyers and sellers.	**EC4.a.1.e:** Discuss how each country has its own currency.	**EC4.a.7.m:** Illustrate how market prices are set.	**EC4.a.12.h:** Analyze market effects on supply and demand and how it reacts to government intervention.
	EC4.a.2.e: Define a market.	**EC4.a.8.m:** Demonstrate the process in which the equilibrium price of a good or service equals demand.	**EC4.a.13.h:** Interpret how the changes in supply or demand often cause buyers and sellers to adjust their purchase and sales decisions based on relative price.
	EC4.a.3.e: Explain how prices are used to allocate resources.	**EC4.a.9.m:** Examine how markets are interrelated and changes in the price of one good or service can lead to changes in the price of other goods and services.	**EC4.a.14.h:** Discuss factors contributing to the demand for a product.
	EC4.a.4.e: Define the price of a good or service.	**EC4.a.10.m:** Demonstrate how an increase or a decrease in the price of a good or service affects the quantity that producers are willing to make.	**EC4.a.15.h:** Illustrate shortages and surpluses and discuss the effects of each.
	EC4.a.5.e: Illustrate the law of demand (i.e. When prices are high, people buy less of a product.)	**EC4.a.11.m:** Discuss when consumers look for substitutes.	**EC4.a.16.h**: Interpret supply and demand curves.
	EC4.a.6.e: Identify substitutes for commonly-used products.		
EC4.b: Evaluate how competition between buyers and sellers influences both the quantity produced and the price of a good or service.	**EC4.b.1.e:** Define competition in a market economy.	**EC4.b.2.m:** Differentiate how competition is influenced.	**EC4.b.5.h:** Evaluate how competition levels are determined.
		EC4.b.3.m: Examine how competition for similar products impacts buyers and sellers.	**EC4.b.6.h:** Explain why collusion impacts the market's equilibrium and influences the level of competition.
		EC4.b.4.m: Discuss the effect of competition on products and prices.	**EC4.b.7.h:** Assess the effect of the introduction of new products and production methods on competition.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EC4.c: Interpret how specialization allows goods and services to be produced, which impacts both production and consumption.	**EC4.c.1.e:** Identify how economic specialization occurs when people concentrate their productive efforts on fewer goods and services than they actually use.	**EC4.c.3.m:** Describe how the specialization of labor influences the interdependence between producers and consumers.	**EC4.c.6.h:** Compare factors that prompt international trade such as the availability of productive resources and differences in relative prices.
	EC4.c.2.e: Recognize when people specialize and divide labor tasks, how this impacts productivity, costs and money.	**EC4.c.4.m:** Measure labor productivity as output per worker.	**EC4.c.7.h:** Assess how specialization facilitates international trade and interdependence between nations.
		EC4.c.5.m: Evaluate how economic conditions and policies in one country can affect another country because of international economic interdependence.	**EC4.c.8.h:** Measure the effect that transaction costs have on international trade.

When developing course content related to Economics refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Calculations, Business Law and Ethics, Personal Finance and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)
Business / Content Area: EN/Entrepreneurship

Standard: BIT.EN1: Students will recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EN1.a: Explore the characteristics of an entrepreneur.	**EN1.a.1.e:** Identify the characteristics of a successful entrepreneur.	**EN1.a.2.m:** Identify one's own personal traits that are typical characteristics of an entrepreneur.	**EN1.a.4.h:** Analyze the degree to which one possesses the characteristics of an entrepreneur.
		EN1.a.3.m: Compare the costs and benefits of choosing to become an entrepreneur.	**EN1.a.5.h:** Analyze the personal advantages and risks of owning a business.
			EN1.a.6.h: Describe the paths to becoming an entrepreneur.
			EN1.a.7.h: Discuss entrepreneurship as a choice for non-traditional groups.
EN1.b: Analyze the role of the entrepreneur in America's businesses today.	**EN1.b.1.e:** Explain how a manager contributes to the operation of a business.	**EN1.b.5.m:** Identify the roles of a manager and those of an entrepreneur.	**EN1.b.8.h:** Analyze the similarities and differences between the roles of a manager and an entrepreneur.
	EN1.b.2.e: Define entrepreneurship, employer and employee.	**EN1.b.6.m:** Describe the entrepreneurial advantages and disadvantages associated with hiring employees.	**EN1.b.9.h:** Explain the importance of entrepreneurship as a choice in a market economy.
	EN1.b.3.e: Identify entrepreneurs in history.	**EN1.b.7.m:** Identify entrepreneurs and their contributions to the local economy.	**EN1.b.10.h:** Identify and appraise the unique contributions of entrepreneurs to the economy of a country.
	EN1.b.4.e: Describe the differences between being an employer or an employee.		

Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EN2.a: Evaluate the entrepreneurial discovery process.	**EN2.a.1.e:** Identify for-profit and non-profit businesses.	**EN2.a.5.m:** Determine issues and trends in businesses locally.	**EN2.a.9.h:** Generate and determine feasibility of venture ideas.
	EN2.a.2.e: Identify current/future needs and wants as related to an entrepreneurial venture.	**EN2.a.6.m:** Assess global trends and opportunities in the area of entrepreneurship.	**EN2.a.10.h:** Evaluate market viability of a local community for a new venture business (i.e., population demographics, levels of employment, saturation of market, etc.).
	EN2.a.3.e: Describe business activities (i.e., merchandising, service, non-profit).	**EN2.a.7.m:** Identify and assess opportunities for venture creation.	**EN2.a.11.h:** Analyze employer expectations in the business environment.
	EN2.a.4.e: Identify problems facing consumers and businesses.	**EN2.a.8.m:** Identify and describe tools used by entrepreneurs for venture planning.	**EN2.a.12.h:** Evaluate how ethics, government and different forms of business ownership affect an entrepreneurial venture.
EN2.b: Formulate a plan to in delve into an entrepreneurial venture now or in the future.	**EN2.b.1.e:** Identify opportunities resulting from others' wants and perceived needs.	**EN2.b.4.m:** Describe opportunities/problems that led to the development of successful entrepreneurial endeavors.	**EN2.b.9.h:** Use digital opportunities (i.e., virtual entrepreneurs) to identify and solve various business problems, opportunities and challenges.
	EN2.b.2.e: Generate alternative solutions to a given problem.	**EN2.b.5.m:** Use the problem-solving process to resolve a problem facing consumers of businesses.	**EN2.b.10.h:** Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity.
	EN2.b.3.e: Discuss how planning can help to achieve an entrepreneur's goals.	**EN2.b.6.m:** Recognize the need to obtain professional assistance for solving specific business problems.	**EN2.b.11.h:** Explain the feasibility of starting a home-based or web-based business.
		EN2.b.7.m: Identify businesses that could be operated from an individual's home or digitally.	**EN2.b.12.h:** Compare and contrast the advantages and risks of buying an existing business, starting an entirely new business or purchasing a franchise.
		EN2.b.8.m: Compose and reflect on a plan to achieve an entrepreneur's goal.	**EN2.b.13.h:** Develop a business plan for a prospective entrepreneurial venture.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
			EN2.b.14.h: Explain the need for continuation planning for an entrepreneurial venture.
			EN2.b.15.h: Develop exit strategies for a failing business.
EN2.c: Integrate the management of the many facets of business into an entrepreneurial venture (i.e., finance, human resources, operations, marketing, etc.).		**EN2.c.1.m:** Explain methods and/or processes for organizing work flow.	**EN2.c.3.h:** Distinguish between debt and equity financing for venture creation.
		EN2.c.2.m: Develop a product and/or service.	**EN2.c.4.h:** Describe processes used to acquire adequate financial resources for venture creation and startup.
			EN2.c.5.h: Explain factors to consider in determining a venture's human resources needs.
			EN2.c.6.h: Use external resources to supplement an entrepreneur's expertise.

When developing course content related to Entrepreneurship refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Calculations, Business Communications, Business Law and Ethics, Economics, Global Business, Management, Marketing and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: GB/Global Business

Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
GB1.a: Analyze the role of international business and trade.	**GB1.a.1.e:** Identify international goods and services.	**GB1.a.4.m:** Identify goods and services imported to and exported from a state, region, country.	**GB1.a.8.h:** Describe the product development process used to create goods and services in different countries.
	GB1.a.2.e: Define domestic business and global business.	**GB1.a.5.m:** Examine the difference between domestic and global business.	**GB1.a.9.h:** Evaluate the economic impact of global businesses on domestic businesses.
	GB1.a.3.e: List examples of international trade in the community and state.	**GB1.a.6.m:** Explain the historical origins of global business.	**GB1.a.10.h:** Describe the major factors that influence global trade.
		GB1.a.7.m: Describe settings in which global business affects people.	**GB1.a.11.h:** Examine international trade partnerships and describe the trading patterns regionally, statewide and between countries.
GB1.b: Determine how geography and historical trends play a role in globalization.	**GB1.b.1.e:** Identify major geographical features of various countries.	**GB1.b.3.m:** Identify and locate major trade regions of the world.	**GB1.b.7.h:** Describe the impact of geography on international business, including factors such as climate, time zones, distance, resources, technology, etc.
	GB1.b.2.e: Differentiate between various time zones worldwide.	**GB1.b.4.m:** Explain how time zones around the world influence global business.	**GB1.b.8.h:** Explain the roles that less developed countries play in global business.
		GB1.b.5.m: Discuss the role the United States, Wisconsin and regional community have played in global business.	**GB1.b.9.h:** Examine how absolute and comparative advantage help countries trade.
		GB1.b.6.m: Discuss the global standards of living and their impact on a country.	**GB1.b.10.h:** Identify which countries are currently recognized as global leaders and those which are predicted to increase their global presence.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
GB1.c: Explain the impact of political and legal organizations on international trade.		**GB1.c.1.m:** Explain the different types of governments in the world.	**GB1.c.4.h:** Analyze the political environments that impact global business.
		GB1.c.2.m: Analyze different legal systems in various countries.	**GB1.c.5.h:** Devise a plan to deal with legal implications when conducting business across national boundaries.
		GB1.c.3.m: Discuss the ways in which governments influence global trade.	**GB1.c.6.h:** Formulate a plan to settle differences in global trade relations.
GB1.d: Assess the process of importing, exporting and how trade barriers and agreements work.	**GB1.d.1.e:** Define import, export and trade.	**GB1.d.2.m:** Identify reasons why countries trade with each other.	**GB1.d.7.h:** Explain the documents used in the importing and exporting process.
		GB1.d.3.m: Examine the steps of the process of importing and exporting.	**GB1.d.8.h:** Develop a plan to minimize risks and increase security needed to move products and services to global markets.
		GB1.d.4.m: Identify why companies and countries trade.	**GB1.d.9.h:** Evaluate the impact of current and emerging trade issues (direct and indirect) on global trade.
		GB1.d.5.m: Analyze the importance of having a balance of trade for countries.	**GB1.d.10.h:** Predict possible solutions to negative balance of trade.
		GB1.d.6.m: Explain why governments impose trade barriers.	**GB1.d.11.h:** Describe the regulations that influence the importing and exporting of goods and services.
			GB1.d.12.h: Describe the role and impact of international trade agreements and organizations.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
GB1.e: Examine the process of global currency, exchange for closing business transactions with financial institutions.	**GB1.e.1.e:** Identify currencies of various countries.	**GB1.e.2.m:** Explain the use of currency and bartering in the global marketplace.	**GB1.e.5.h:** Evaluate the International Monetary system.
		GB1.e.3.m: Describe methods that nations use to control currency exchange issues.	**GB1.e.6.h:** Analyze how changing currency rates and interest rates affect international trade.
		GB1.e.4.m: Identify challenges associated with dealing in foreign currencies.	**GB1.e.7.h:** Assess how multinational banks impact global business.
GB1.f: Evaluate risk management in a global business environment.		**GB1.f.1.m:** Analyze risk versus return in global transactions.	**GB1.f.3.h:** Construct a plan to minimize risk in international finance transactions.
		GB1.f.2.m: Examine the types of commercial risk in international trade.	**GB1.f.4.h:** Develop insurance options that will protect international transactions.
			GB1.f.5.h: Assess banking regulations involving theft of currency transactions.
Standard: BIT.GB2: Students will analyze the management strategies in a global business environment.			
GB2.a: Analyze challenges in operating and management strategies used in international businesses.		**GB2.a.1.m:** Discuss the pros and cons of using a global workforce.	**GB2.a.3.h:** Design organizational strategies for multinational businesses.
		GB2.a.2.m: Illustrate the structure of a global business in an organizational chart.	**GB2.a.4.h:** Construct a system to evaluate customer satisfaction and product quality.
			GB2.a.5.h: Evaluate how control procedures benefit global businesses.
GB2.b: Examine how cultural differences affect human resource management in global business.		**GB2.b.1.m:** Describe the different living and working conditions from around the world.	**GB2.b.3.h:** Evaluate social and cultural factors that influence human resource activities.
		GB2.b.2.m: Analyze the elements of culture and subcultures.	**GB2.b.4.h:** Design a system to evaluate employee satisfaction and training in global businesses.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
			GB2.b.5.h: Compare the different employee compensation packages in different cultures.
			GB2.b.6.h: Assess the occupational hazards that differ between countries.
			GB2.b.7.h: Create a plan to use social institutions to help workers adapt to new cultures.

When developing course content related to Global Business refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Calculations, Business Communications, Business Law and Ethics, Economics, Entrepreneurship, Global Business, Management, Marketing and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: MG/Management

Standard: BIT.MG1: Students will describe business management functions and examine their implementation in business.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
MG1.a: Evaluate the development of management's role of leadership and organization in a business.	**MG1.a.1.e:** Discuss the different roles that an institution/ organization have.	**MG1.a.5.m:** Identify levels of command within an organization.	**MG1.a.10.h:** Evaluate the roles and levels of authority and their relationships within an institution or organization.
	MG1.a.2.e: Identify characteristics of great leaders.	**MG1.a.6.m:** Identify different management styles of leaders.	**MG1.a.11.h:** Explain several traits of effective leadership and the skills required.
	MG1.a.3.e: List the roles and responsibilities of people you come in contact with.	**MG1.a.7.m:** Identify various management theories and discuss how they impact motivation in business.	**MG1.a.12.h:** Compare and contrast various management theories.
	MG1.a.4.e: Outline different ways to organize a group.	**MG1.a.8.m:** Describe management roles and functions.	**MG1.a.13.h:** Describe the relationship between the management functions of planning, organizing, leading/directing and evaluating/controlling.
		MG1.a.9.m: Illustrate how a business organization might change in structure.	**MG1.a.14.h:** Summarize the evolution of organizational structures as a reflection of changes due to external and internal forces.
MG1.b: Examine the importance of management's function of evaluating and controlling in order to achieve a desired outcome.	**MG1.b.1.e:** List different ways to feel successful.	**MG1.b.5.m:** Explain different methods of measuring success.	**MG1.b.9.h:** Describe the importance of evaluating success in business.
	MG1.b.2.e: Express methods for measuring achievement of goals.	**MG1.b.6.m:** Apply a method of measuring if a goal has been achieved.	**MG1.b.10.h:** Construct and defend a method of evaluating the attainment of a goal.
	MG1.b.3.e: Rank businesses based on a performance measure.	**MG1.b.7.m:** Calculate a performance measure for a business and compare it to industry/business sector benchmarks.	**MG1.b.11.h:** Experiment with different measures of a business's performance compared to industry/business sector benchmarks.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	MG1.b.4.e: Distinguish between opportunities for revising/re-attempting the achievement of goals versus one-time opportunities.	MG1.b.8.m: Describe action that can be taken when a goal is not achieved.	MG1.b.12.h: Summarize the importance of taking action when performance results are not acceptable.
			MG1.b.13.h: Identify and discuss management theories (i.e., Taylor, Weber, Follett, McGregor).
			MG1.b.14.h: Identify motivational theories that impact management (i.e., Maslow, Herzberg, McClelland).
MG1.c: Relate planning to the success of management's goals.	MG1.c.1.e: Describe what a plan is.	MG1.c.6.m: Illustrate the benefits of creating a plan to accomplish a goal.	MG1.c.11.h: Discuss planning tools and summarize the importance of organizing activities to accomplish desired goals.
	MG1.c.2.e: Produce a plan to accomplish a goal.	MG1.c.7.m: Produce a multi-step plan for accomplishing a goal and appraise it from other points of view.	MG1.c.12.h: Examine the importance of setting a vision, mission, goals, values and objectives within an organization.
	MG1.c.3.e: Identify the consequences of not planning.	MG1.c.8.m: Model the use of a plan toward the achievement of a project.	MG1.c.13.h: Analyze various business plans to determine whether plans are aligned with the business vision, mission and goals.
	MG1.c.4.e: Describe decisions that you have control over.	MG1.c.9.m: Outline the process used to make a decision.	MG1.c.14.h: Outline decision making and problem solving steps, including analyzing outcomes that are a result of those decisions.
	MG1.c.5.e: List different measures of success and discuss how they might apply to different situations.	MG1.c.10.m: Defend a decision using data.	MG1.c.15.h: Describe methods of evaluating an organization's performance and controlling the organization in various situations.

Standard: BIT.MG2: Students will examine organizational structures for businesses and use operations and production principles for effective operation of the business.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
MG2.a: Compare and contrast organizational structures within businesses.	**MG2.a.1.e:** Describe the different roles that individuals can play to create an effective team.	**MG2.a.4.m:** Design a team to achieve a goal that includes various roles/functions.	**MG2.a.7.h:** Identify different levels of management; explain the purpose of organizational charts and the interrelationship of the various levels.
	MG2.a.2.e: Categorize businesses by the different products, services and types of customers.	**MG2.a.5.m:** Identify businesses in each of the areas of: commercial, industrial and service.	**MG2.a.8.h:** Distinguish between commercial, industrial and service businesses.
	MG2.a.3.e: Label the different departments within an organization and discuss their importance to the organization as a whole.	**MG2.a.6.m:** Predict the relationships among people in a large organization (either at school or in the community).	**MG2.a.9.h:** Describe/diagram the interrelationships within an organization's departments.
MG2.b: Analyze the processes and systems that operations managers implement to monitor, plan and control business activities required for continued business functioning.	**MG2.b.1.e:** Discuss how products are designed to meet the customer's desires.	**MG2.b.6.m:** Create a simple design for a product and list the required tools and materials.	**MG2.b.12.h:** Examine various methods of designing and redesigning products, including the steps of the process and the tools needed.
	MG2.b.2.e: Distinguish among various suppliers that provide businesses with needed supplies or services.	**MG2.b.7.m:** Illustrate the steps needed to efficiently and effectively make a product.	**MG2.b.13.h:** Examine aspects of scheduling, including the efficiency and effectiveness of a production schedule.
	MG2.b.3.e: List items that a business might buy and estimate the quantity of each item they should have.	**MG2.b.8.m:** Analyze supplier choices and select the best fitting supplier.	**MG2.b.14.h:** Describe the role that suppliers play in providing materials to a business and what factors are used in selecting a supplier (i.e., price, quality, availability, reliability).
	MG2.b.4.e: Indicate different quality levels of products that consumers can choose.	**MG2.b.9.m:** Contrast the cost versus benefit of buying supply quantities.	**MG2.b.15.h:** Value the purpose of inventory control and list different methods of inventory control.
	MG2.b.5.e: Discuss how a business produces a product.	**MG2.b.10.m:** Discriminate between different quality levels of a given product.	**MG2.b.16.h:** Examine the idea of quality management and relate it to how businesses compete.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		MG2.b.11.m: Summarize a business's factors of production (design, scheduling, materials procurement, inventory management and quality control measures).	MG2.b.17.h: Explain the interrelationship between factors of production (Design, scheduling, purchasing, inventory management and quality control measures).

Standard: BIT.MG3: Students will examine the role of the human resource department and its function as means to achieving management's goals.

Learning Priority	PK-5	6-8	9-12
MG3.a: Appraise the importance of the human resources department in the planning, recruitment, selection and orientation of employees.		MG3.a.1.m: Explain how human resource staff can help a business develop its workforce.	MG3.a.5.h: Identify legislation affecting the recruitment and selection process (i.e., affirmative action, right to privacy and Americans with Disabilities Act).
		MG3.a.2.m: Prepare a tool to guide in the selection of an employee for a specific job (i.e., a rubric for selecting a candidate for a job such as nurse, banker, etc.).	MG3.a.6.h: Examine recruitment and employee selection tools and explain how each can apply to the recruitment and hiring process.
		MG3.a.3.m: Discuss employment contracts.	MG3.a.7.h: Describe the common traits of an employment contract.
		MG3.a.4.m: Identify the benefits of orientation.	MG3.a.8.h: Defend the resources used to orient a new employee.
MG3.b: Assess methods for evaluating employees' performance and determining compensation, benefits, incentives and promotion.	MG3.b.1.e: Order several stages of developing responsibility.	MG3.b.3.m: Give examples of the benefits of professional development.	MG3.b.8.h: Analyze the benefits to the employer and the employee of professional development.
	MG3.b.2.e: Discuss different methods of motivating people to perform.	MG3.b.4.m: Illustrate several stages for an individual to gradually develop, maintain and improve particular skills.	MG3.b.9.h: Outline several stages of employee development within an organization (i.e., professional development, cross training, evaluation and goal setting).
		MG3.b.5.m: Relate performance to compensation received and how providing incentives affects performance.	MG3.b.10.h: Explain why and how employees' performance is evaluated for compensation and benefits and how it relates to goal-setting.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		MG3.b.6.m: Identify jobs that use varying types of performance measures to compensate the employees.	**MG3.b.11.h:** Review employee compensation plans, including benefit packages, incentive programs and performance measures that may be used to calculate compensation.
		MG3.b.7.m: Generalize the difference between promoting an employee from within a business versus hiring from outside.	**MG3.b.12.h:** Compare and contrast promoting an employee from within a business versus hiring from outside.
MG3.c: Recognize human resource department's activities relating to employee safety and equal treatment among employees, as required by laws and regulations.		**MG3.c.1.m:** Explain the human resources departments' role in advocating for the employees.	**MG3.c.4.h:** Summarize the value of the human resource department's advocacy for employees.
		MG3.c.2.m: Examine concerns for others' safety and health.	**MG3.c.5.h:** Evaluate health and safety issues related to workplace safety.
		MG3.c.3.m: Infer the impact of a legal issue on the classroom environment and a business environment.	**MG3.c.6.h:** Review legal issues (i.e., harassment, employee rights, privacy, drug testing, labor disputes, child labor, discrimination and substance abuse) and the potential impact to the business.
MG3.d: Describe human resources' involvement in the termination and transition of employees.		**MG3.d.1.m:** Discuss reasons why businesses reduce their workforce.	**MG3.d.2.h:** Examine internal and external reasons for termination of employees.
			MG3.d.3.h: Explain the obligations that a business has for displaced or transitioning employees.

When developing course content related to Management refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Calculations, Business Communications, Business Law and Ethics, Economics, Entrepreneurship, Global Business, Management, Marketing and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: MK/Marketing

Standard: BIT.MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
MK1.a: Analyze the process used to obtain, develop, maintain and/or improve a product or service in response to market wants and needs.	**MK1.a.1.e:** Identify new products desired by consumers.	**MK1.a.4.m:** Identify ways to improve existing products and services.	**MK1.a.9.h:** Classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories (i.e., raw materials, component parts and installations).
	MK1.a.2.e: Identify brand names.	**MK1.a.5.m:** Describe the process for new product or service development (i.e., conception, development and test marketing).	**MK1.a.10.h:** Identify methods/techniques to generate product or service ideas.
	MK1.a.3.e: Identify a global product and/or service.	**MK1.a.6.m:** Recognize the purpose of brands.	**MK1.a.11.h:** Identify the impact of the product life cycle on marketing decisions.
		MK1.a.7.m: Identify qualities of an effective brand.	**MK1.a.12.h:** Explain and apply the concept of the product mix.
		MK1.a.8.m: Discuss methods of developing new products that will succeed across national boundaries.	**MK1.a.13.h:** Describe factors used by business to position products/services.
			MK1.a.14.h: Explain the nature of product/service branding and bundling.
			MK1.a.15.h: Examine reasons for consumers to have brand loyalty.
			MK1.a.16.h: Identify examples of product/service extensions (i.e., product warranty, technical support).
			MK1.a.17.h: Predict how products/services may need to be modified to meet the needs of international customers.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
MK1.b: Apply strategies used to determine and adjust product/service prices to maximize return and meet value perceptions.	**MK1.b.1.e:** Explain how price determines what consumers purchase.	**MK1.b.2.m:** Identify the factors that influence a product's price.	**MK1.b.6.h:** Identify pricing strategies (i.e., line, loss leader, psychological, penetration and skimming) and situations in which each is applicable.
		MK1.b.3.m: Explain the relationship between price and perceived quality.	**MK1.b.7.h:** Calculate a product's price using different pricing methods including the break-even point.
		MK1.b.4.m: Explain how consumer practices (i.e., shoplifting, improper returns) affect prices.	**MK1.b.8.h:** Explain the impact of government regulations and laws affecting pricing practices.
		MK1.b.5.m: Predict pricing based on demand, cost, etc. in both domestic and international/global competition.	**MK1.b.9.h:** Explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.
			MK1.b.10.h: Design a pricing strategy for a product that would be sold in a global market.
MK1.c: Identify, select, monitor and evaluate sales channels and distribution methods.	**MK1.c.1.e:** Identify where different products can be purchased.	**MK1.c.3.m:** Explain the difference between a buyer and a supplier/vendor.	**MK1.c.6.h:** Examine direct and indirect channels of distribution (i.e., wholesaler, agent and broker) and when each is most appropriate to use.
	MK1.c.2.e: Describe how products and/or services get to the customer.	**MK1.c.4.m:** Explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).	**MK1.c.7.h:** Describe evolving technologies (i.e., the Internet) as a channel of distribution.
		MK1.c.5.m: Identify distribution options for international/global distribution.	**MK1.c.8.h:** Develop a distribution plan that would benefit a business internationally.
MK1.d: Implement appropriate strategies to communicate information about products and services to achieve a desired outcome.	**MK1.d.1.e:** Explain the role of advertising.	**MK1.d.4.m:** Explain types of promotion.	**MK1.d.8.h:** Evaluate factors used to determine media selection.
	MK1.d.2.e: Explain how advertising affects consumer purchases.	**MK1.d.5.m:** Identify the various media available for advertising.	**MK1.d.9.h:** Identify methods for evaluating the effectiveness of various forms of advertising.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	MK1.d.3.e: Give examples of personal selling.	**MK1.d.6.m:** Identify various forms of sales promotions (i.e., sweepstakes, coupons, etc.).	**MK1.d.10.h:** Evaluate media pricing in relations to reach and frequency.
		MK1.d.7.m: Examine the role of personal selling in the promotion mix.	**MK1.d.11.h:** Identify types of public relations activities.
			MK1.d.12.h: Develop a promotional plan for a product/service.
			MK1.d.13.h: Describe the purposes of various types of sales promotions (i.e., encouraging repeat purchases).
			MK1.d.14.h: Demonstrate the steps involved in the personal selling process.
MK1.e: Analyze the characteristics, motivations and behaviors of consumers.	**MK1.e.1.e:** Identify customer needs and reasons they buy goods and services.	**MK1.e.3.m:** Describe consumer differences.	**MK1.e.7.h:** Identify ways business can positive customer relationships.
	MK1.e.2.e: Identify customers and why they return to the same business.	**MK1.e.4.m:** Assess the factors that influence customer-business relationships.	**MK1.e.8.h:** Describe the impact of consumer differences (i.e., life stages and socioeconomic factors) on buying decisions.
		MK1.e.5.m: Explain ways companies show concern for customers.	**MK1.e.9.h:** Differentiate between ultimate consumers and other types of consumers (i.e., governments, business, nonprofit).
		MK1.e.6.m: Illustrate how social, cultural, technological, geographic and political factors influence customer buying behavior in different countries.	**MK1.e.10.h:** Differentiate between rational and emotional buying motives.
			MK1.e.11.h: Define market segmentation and describe how it is used.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
			MK1.e.12.h: Identify tools of market segmentation and ways they can be used to identify target markets.
			MK1.e.13.h: Describe how consumer behavior and foreign markets can affect the elements of the marketing mix.
MK1.f: Perform marketing research and develop a marketing plan that meets to needs of a diverse stakeholder group.		**MK1.f.1.m:** Use marketing research techniques to identify domestic and global needs and wants.	**MK1.f.2.h:** Identify the reasons for conducting marketing research.
			MK1.f.3.h Identify and collect primary and secondary data for a new product/service proposal.
			MK1.f.4.h: Estimate the product life cycle of a product/service in an international market.
			MK1.f.5.h: Develop a comprehensive marketing plan for either a domestic or international product/service.

When developing course content related to Marketing refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Communications, Business Law and Ethics, Economics, Entrepreneurship, Global Business, Management, Marketing, IT Foundations and Digital Communications.

Wisconsin Standards for Business and Information Technology (B&IT)

Business / Content Area: PF/Personal Finance

Standard: BIT.PF1: Students will apply reliable information and systematic decision-making when buying goods and services.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
PF1.a: Apply proper decision-making practices for wise shopping.	**PF1.a.1.e:** Define store brand products/services.	**PF1.a.3.m:** Compare the quality and prices for store and name brand products/services.	**PF1.a.5.h:** Evaluate and apply personal purchasing habits.
	PF1.a.2.e: Define name-brand products/services.	**PF1.a.4.m:** Examine if choices are wants or needs.	**PF1.a.6.h:** Explain the importance of comparison shopping.
PF1.b: Summarize major consumer protection laws.	**PF1.b.1.e:** Compare product return policies at local retail stores.	**PF1.b.2.m:** Identify deceptive business practices that consumer protection laws forbid.	**PF1.b.4.h:** Assess steps in resolving a consumer complaint.
		PF1.b.3.m: Identify consumer protection agencies.	**PF1.b.5.h:** Research online and printed sources of up-to-date information about consumer rights.

Standard: BIT.PF2: Students will manage money effectively by developing financial goals and budgets.

Learning Priority	Performance Indicators (By Grade Band)		
PF2.a: Evaluate financial institutions in order to meet individual needs.	**PF2.a.1.e:** Define financial institutions.	**PF2.a.3.m:** Explain how financial institutions operate and how they benefit consumers.	**PF2.a.5.h:** Compare and contrast the services offered by financial institutions.
	PF2.a.2.e: Identify types of accounts.	**PF2.a.4.m:** Research and define financial institution terminology.	**PF2.a.6.h:** Explain the roles of FDIC (Federal Deposit Insurance Corp.) and NCUA (National Credit Union Association).
			PF2.a.7.h: Explain the purpose and examine the role of the Federal Reserve System.
PF2.b: Describe methods to transfer ownership of money.	**PF2.b.1.e:** Identify different ways that money is exchanged.	**PF2.b.2.m:** Define electronic banking.	**PF2.b.5.h:** Compare advantages and disadvantages of electronic banking for individuals and business.
		PF2.b.3.m: Describe the procedures of using various payment methods.	**PF2.b.6.h:** Analyze and choose appropriate payment options for business and personal transactions.
		PF2.b.4.m: Recognize the safety precautions for electronic banking.	**PF2.b.7.h:** Compare and contrast personal financial precaution plans.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
PF2.c: Create a plan for spending and saving to meet individual goals.	**PF2.c.1.e:** Give examples of household expense categories and sources of income.	**PF2.c.3.m:** Explain how to use a budget to manage spending and achieve financial goals.	**PF2.c.5.h:** Identify and prioritize financial goals.
	PF2.c.2.e: Describe how to allocate a weekly allowance among the financial goals of spending, saving and sharing.	**PF2.c.4.m:** Identify the components of a personal budget.	**PF2.c.6.h:** Discuss the components of a personal budget, including income, planned saving, taxes and fixed/variable expenses.
PF2.d: Develop a system for keeping and using financial records.	**PF2.d.1.e:** Identify personal assets and estimate their values.	**PF2.d.2.m:** Discuss the use of a file system for personal financial documents.	**PF2.d.3.h:** Develop, monitor and modify a personal financial plan.
PF2.e: Describe the role of taxes.	**PF2.e.1.e:** Explain the meaning and purpose of taxes.	**PF2.e.3.m:** Discuss the ethics of paying taxes.	**PF2.e.5.h:** Analyze the different types of taxes.
	PF2.e.2.e: Cite examples of how the government uses tax revenue.	**PF2.e.4.m:** Identify sources of tax revenue.	**PF2.e.6.h:** Evaluate how taxes can affect personal/business financial planning.
PF2.f: Correctly report income and taxes.		**PF2.f.1.m:** Identify taxable income and employee benefits.	**PF2.f.4.h:** Evaluate how income and employee benefits affect taxes.
		PF2.f.2.m: Define and explain the purpose of a Form W-2.	**PF2.f.5.h:** Explain the purpose and the effect of take-home pay of changing the allowances claimed on employment tax forms.
		PF2.f.3.m: Define and explain the purpose of Form 1099-INT.	**PF2.f.6.h:** Prepare and evaluate personal tax forms and accompanying schedules at the Federal and State levels.
Standard: BIT.PF3: Students will evaluate savings and investment options and implement a diversified investing strategy that is compatible with personal goals.			
PF3.a: Apply strategies and evaluate financial information when creating wealth/building assets.	**PF3.a.1.e:** Explain the principle of savings.	**PF3.a.6.m:** Explain the concept of "time value" of money.	**PF3.a.12.h:** Compare and contrast the effect "compounding interest" versus "simple interest."
	PF3.a.2.e: Define opportunity cost.	**PF3.a.7.m:** Apply the principle of "pay yourself first."	**PF3.a.13.h:** Identify and assess various means of building wealth.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	PF3.a.3.e: Describe ways that people can cut expenses to save more of their incomes.	**PF3.a.8.m:** Define the difference between income and wealth.	**PF3.a.14.h:** Assess factors that influence financial planning.
	PF3.a.4.e: List examples of financial decisions and their possible consequences.	**PF3.a.9.m:** Cite examples of how saving money can improve financial well-being.	**PF3.a.15.h:** Compare and contrast a plan which demonstrates responsibility for financial well-being over a lifetime.
	PF3.a.5.e: Identify ways to be a financially responsible youth.	**PF3.a.10.m:** Identify ways to be a financially responsible young adult.	**PF3.a.16.h:** Evaluate ethical considerations of various personal financial decisions.
		PF3.a.11.m: Identify sources of financial information.	**PF3.a.17.h:** Project and substantiate the role of philanthropy, volunteer service and charities in the community development and quality of life.
PF3.b: Describe the relationship between saving and investing.	**PF3.b.1.e:** Define investing.	**PF3.b.4.m:** Differentiate between income and investment growth.	**PF3.b.7.h:** Explain the role of revenue-generating assets in building wealth.
	PF3.b.2.e: Differentiate between saving and investing.	**PF3.b.5.m:** Describe reasons for saving and investing.	**PF3.b.8.h:** Explain how government agencies regulate financial markets.
	PF3.b.3.e: Identify various methods of savings.	**PF3.b.6.m:** Differentiate between various savings/investing options.	**PF3.b.9.h:** Compare and contrast the risk, return and liquidity of various savings and investment alternatives.
PF3.c: Demonstrate ability to use decision-making processes in making financial decisions related to planning, saving and investing.	**PF3.c.1.e:** Describe reasons to save.	**PF3.c.2.m:** Breakdown budgeted financial costs to actual costs.	**PF3.c.4.h:** Develop and justify the best investment and/or savings options to achieve particular goals.
		PF3.c.3.m: Determine the average, medium or estimated costs of major life events.	**PF3.c.5.h:** Identify the purpose of retirement planning through various retirement options.
			PF3.c.6.h: Assess the advantages of employer-sponsored and other retirement savings plans.

Standard: BIT.PF4: Students will examine factors that affect incurring debt, cost of credit and legal aspects of credit in order to remain both creditworthy and financially secure.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
PF4.a: Identify the costs and benefits of various types of credit.	**PF4.a.1.e:** Explain the difference between buying with cash and buying with credit.	**PF4.a.2.m:** Compare and contrast the total cost of repaying a loan.	**PF4.a.4.h:** Identify and evaluate credit products and services.
		PF4.a.3.m: Describe the advantages and disadvantages of using credit.	**PF4.a.5.h:** Explain all credit card disclosure terms.
			PF4.a.6.h: Compare and contrast the cost of various types of credit.
			PF4.a.7.h: Analyze sources of consumer credit.
			PF4.a.8.h: Evaluate the difference between positive debt and negative debt.
PF4.b: Explain the purpose of a credit record and identify borrowers' credit report rights.	**PF4.b.1.e:** Describe the qualities that would be desirable in a person who borrows a favorite personal possession.	**PF4.b.3.m:** Explain why it is important to establish positive credit history.	**PF4.b.6.h:** Identify the 5 elements of credit worthiness.
	PF4.b.2.e: Give examples of reasonable conditions to set for the use of borrowed personal property.	**PF4.b.4.m:** Identify credit report organizations and explain the value of credit reports to borrowers and to lenders.	**PF4.b.7.h:** Explain how a credit score and credit reports affect creditworthiness and the cost of credit.
		PF4.b.5.m: Identify appropriate uses of a credit report.	**PF4.b.8.h:** Examine the factors that improve a credit score.
			PF4.b.9.h: Analyze the information contained in a credit report, indicate the time that certain negative data can be retained and describe how to dispute inaccurate entries.
PF4.c: Describe ways to avoid or correct credit problems.	**PF4.c.1.e:** List ways to avoid credit problems.	**PF4.c.2.m:** Identify possible indicators of excessive debt.	**PF4.c.3.h:** Construct actions that a consumer could take to reduce or better manage excessive debt.
			PF4.c.4.h: Describe major causes of bankruptcy.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
PF4.d: Summarize major consumer credit laws and methods of fraud protection.		**PF4.d.1.m:** Identify protection examples derived from consumer credit laws.	**PF4.d.2.h:** Interpret consumer credit laws and the protections that they provide.
			PF4.d.3.h: Construct ways consumers can take to reduce risks to identity theft.
Standard: BIT.PF5: Students will explain the features and roles of insurance when making choices available to consumers for protection against risk and financial loss.			
PF5.a: Identify common types of risks and basic risk management.	**PF5.a.1.e:** Identify examples of risks that individuals and households face.	**PF5.a.3.m:** Discuss the relationship between risk and insurance.	**PF5.a.5.h:** Describe methods people use to manage risk.
	PF5.a.2.e: Recognize the importance of protection against financial loss.	**PF5.a.4.m:** Explain how to reduce financial risk to self, family and community.	**PF5.a.6.h:** Evaluate insurance needs based on the types of risks.
PF5.b: Integrate and apply concepts related to personal financial risk, protection from loss and financial planning.	**PF5.b.1.e:** List valuable items that households commonly own.	**PF5.b.4.m:** Describe the need for and value of different types of insurance.	**PF5.b.6.h:** Investigate and apply different types of insurance coverage to selected situations.
	PF5.b.2.e: Describe how valuable items might be damaged or lost; identify ways to protect them.	**PF5.b.5.m:** Define basic insurance terminology.	**PF5.b.7.h:** Compare insurance rates, premiums and deductibles.
	PF5.b.3.e: Define insurance and explain the basic premise behind insurance.		

When developing course content related to Personal Finance refer to additional standards, learning priorities and performance indicators associated with Accounting and Finance, Business Calculations, Business Communications, Business Law and Ethics, Economics, Entrepreneurship, Global Business, Marketing and IT Foundations.

Wisconsin Standards for Business and Information Technology (B&IT)

Information Technology / Content Area: DGC/Digital and Graphic Communication

Standard: BIT.DGC1: Students will create print-quality publications for intended audiences or purposes through the use of advanced layout, design and graphics production software and hardware.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
DGC1.a: Use desktop publishing software to produce a variety of publications (i.e., flyers, newsletters, brochures, instructional manuals).	**DGC1.a.1.e:** Create a document or publication with text, page border and clipart.	**DGC1.a.3.m:** Create a document or publication incorporating text, columns, graphics, borders and shading.	**DGC1.a.5.h:** Design and create complex publications.
	DGC1.a.2.e: Insert clipart and other graphics to enhance documents or publications.	**DGC1.a.4.m:** Create publications using templates.	**DGC1.a.6.h:** Use technical skills (i.e., pagination, printing, folding, cutting, binding) to produce publishable materials.
			DGC1.a.7.h: Import and export text, data and graphics between software programs.
DGC1.b: Apply elements of design (contrast, repetition, alignment, proximity) when creating publications.	**DGC1.b.1.e:** Enhance documents or publications with fonts, font effects and font color.	**DGC1.b.3.m:** Enhance documents using paragraph and page alignment.	**DGC1.b.5.h:** Use styles to apply layout and design concepts to create publications that communicate effectively to readers.
	DGC1.b.2.e: Select borders and shading to enhance documents.	**DGC1.b.4.m:** Apply typography concepts using a variety of fonts appropriately to differentiate text.	**DG1.b.6.h:** Differentiate typography for publications in a digital and print format.

Standard: BIT.DGC2: Students will design and publish effective web pages and websites.

Learning Priority	PK-5	6-8	9-12
DGC2.a: Design and create dynamic websites.	**DGC2.a.1.e:** Access, navigate and use online resources.	**DGC2.a.4.m:** Identify and explain various types of online resources.	**DGC2.a.8.h:** Compare and contrast various Internet protocols.
	DGC2.a.2.e: Identify the components of a web page.	**DGC2.a.5.m:** Design and create web pages incorporating various types of media (text, images, video and audio).	**DGC2.a.9.h:** Identify needs of client and target audience.
	DGC2.a.3.e: Design a website using a template.	**DGC2.a.6.m:** Design and create websites incorporating navigation and linking.	**DGC2.a.10.h:** Apply appropriate web design elements.
		DGC2.a.7.m: Publish web pages and websites on local and remote systems.	**DGC2.a.11.h:** Design and create websites for multiple platforms.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
			DGC2.a.12.h: Create readable, searchable, accessible and sticky content.
			DGC2.a.13.h: Research and apply accessibility guidelines and laws that affect website design.
			DGC2.a.14.h: Research and analyze hosting and domain name solutions.
			DGC2.a.15.h: Compare and contrast the features of web development software.
			DGC2.a.16.h: Use websites to generate revenue.
			DGC2.a.17.h: Design, develop and deliver advanced web content and applications using authoring tools.
			DGC2.a.18.h: Analyze web server solutions and platforms.
			DGC2.a.19.h: Build dynamic web elements utilizing scripting, coding and database integration.
Standard: BIT.DGC3: Students will produce media-rich presentations to meet need of audience.			
DGC3.a: Capture an audio sequence on a digital device.	**DGC3.a.1.e:** Demonstrate audio recording and editing abilities.	**DGC3.a.2.m:** Enhance audio recordings with audio editing software.	**DGC3.a.3.h:** Transfer edited audio to a portable device.
DGC3.b: Apply various techniques in a video editing sequence on a digital device.	**DGC3.b.1.e:** Record movies with a digital device.	**DGC3.b.2.m:** Transfer digital video recordings to another digital device.	**DGC3.b.4.h:** Transfer edited video to portable media and storage devices.
		DGC3.b.3.m: Create an edited video sequence from captured video files.	**DGC3.b.5.h:** Capture digital video using various techniques (i.e. lighting, angles, etc.).
DGC3.c: Design and produce media-rich presentations.	**DGC3.c.1.e**: Create an edited video sequence from captured digital image files.	**DGC3.c.2.m:** Import digital images, audio and video files.	**DGC3.c.3.h:** Create media-rich presentations for a target audience incorporating digital images, audio and video files.
			DGC3.c.4.h: Convert data between media and file formats.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
			DGC3.c.5.h: Analyze the purpose of the media to determine the appropriate file format and level of compression.
Standard: BIT.DGC4: Students will create digital images for use in publications, websites, digital slide shows and videos.			
DGC4.a: Prepare images for use in a variety of media.	**DGC4.a.1.e:** Resize and crop images.	**DGC4.a.5.m:** Identify image file formats.	**DGC4.a.9.h:** Convert digital image file format to meet software requirements.
	DGC4.a.2.e: Identify landscape and portrait images.	**DGC4.a.6.m:** Modify brightness, contrast, color, resolution and transparency of digital images.	**DGC4.a.10.h:** Explain the purpose for multiple image formats.
	DGC4.a.3.e: Identify close-up and distant images.	**DGC4.a.7.m:** Use image editing software to correct and enhance images	**DGC4.a.11.h:** Prepare images for professional reproduction and distribution.
	DGC4.a.4.e: Create graphic images in a drawing program.	**DGC4.a.8.m:** Create graphic images using image editing software.	**DGC4.a.12.h:** Compare and contrast capabilities of photo editing software.
DGC4.b: Capture images using a digital device.	**DGC4.b.1.e:** Demonstrate the safe and proper care of digital cameras and devices.	**DGC4.b.6.m:** Rename digital images.	**DGC4.b.11.h:** Explain the function of camera modes.
	DGC4.b.2.e: Demonstrate proper camera handling techniques.	**DGC4.b.7.m:** Transfer captured digital images to another digital device.	**DGC4.b.12.h:** Adjust camera settings based on lighting, action, distance to subject, portrait or landscape.
	DGC4.b.3.e: Capture digital images using point and shoot.	**DGC4.b.8.m:** Insert captured digital images in print or media projects.	**DGC4.b.13.h:** Compose digital images using various techniques (i.e., framing, angles, balance and lines).
	DGC4.b.4.e: Place digital images in a designated folder.	**DGC4.b.9.m:** Organize digital images in subfolders.	**DGC4.b.14.h:** Use compression tools to package folders containing image files.
	DGC4.b.5.e: Scan an image.	**DGC4.b.10.m:** Modify scanner settings when scanning images.	**DGC4.b.15.h:** Compare and contrast features of scanning devices.

Wisconsin Standards for Business and Information Technology (B&IT)
Information Technology / Content Area: IT/IT Foundations

Standard: BIT.IT1: Students will use an appropriate digital tool to meet personal and business needs.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
IT1.a: Develop and refine proper use of input technologies.	**IT1.a.1.e:** Demonstrate the correct finger placement and reaches. (Recommended minimum: 5 wpm x grade level).	**IT1.a.4.m:** Demonstrate the touch method of keyboarding on an alphanumeric keyboard at acceptable speed and accuracy levels. (Recommended minimum: 5 wpm x grade level).	**IT1.a.7.h:** Demonstrate the touch method of keyboarding on an alphanumeric keyboard at acceptable speed and accuracy levels. (Recommended minimum: 5 wpm x grade level).
	IT1.a.2.e: Identify and apply the components of correct keyboarding technique.	**IT1.a.5.m:** Demonstrate the touch method of keyboarding on a numeric keypad.	**IT1.a.8.h:** Demonstrate the touch method of keyboarding on a numeric keypad (suggested range 195-220 kspm).
	IT1.a.3.e: Input data into various digital devices (i.e., tablets, hand-held devices).	**IT1.a.6.m:** Demonstrate various methods of inputting non-text data, such as pictures, videos and music.	**IT1.a.9.h:** Use multiple input technologies (i.e., voice recognition, scribe tablets, scanners) to input data.
IT1.b: Select and use appropriate features of a word processor to organize and effectively communicate information.	**IT1.b.1.e:** Apply reviewing features of a word processor such as spell check, grammar check and thesaurus.	**IT1.b.4.m:** Identify the various proofreader marks and define their meaning.	**IT1.b.9.h:** Automate tasks using mail merge and macro options.
	IT1.b.2.e: Prepare documents in a timely fashion without errors.	**IT1.b.5.m:** Produce functional letters, memos and reports.	**IT1.b.10.h:** Enhance usability of documents using advanced tools such as bookmarks, section breaks, headers and footers.
	IT1.b.3.e: Use existing graphics to enhance the appearance of documents.	**IT1.b.6.m:** Organize information using the automatic table features of a word processor.	**IT1.b.11.h:** Develop and apply templates to expedite document creation.
		IT1.b.7.m: Customize documents using formatting such as alignment, spacing, themes, borders and ordered and unordered lists.	**IT1.b.12.h:** Create forms and protected documents for multiple-user situations.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
		IT1.b. 8.m: Create and manipulate graphics to enhance the appearance of documents.	IT1.b.13.h: Collaborate on documents using multi-user features such as tracking changes, merging documents and online collaboration.
IT1.c: Select and use appropriate features of a spreadsheet program to organize and effectively communicate information.	IT1.c.1.e: Input data into a spreadsheet.	IT1.c.3.m: Enhance a spreadsheet visually using fonts, colors and graphics.	IT1.c.6.h: Generate advanced formulas and functions to perform calculations.
	IT1.c.2.e: Illustrate data through graphs and charts.	IT1.c.4.m: Generate formulas to perform calculations.	IT1.c.7.h: Create and analyze pivot-table charts to help solve business problems.
		IT1.c.5.m: Analyze numerical and graphic data in a spreadsheet.	IT1.c.8.h: Analyze data using various scenarios and goal-seeking to make business decisions.
			IT1.c.9.h: Enhance user-friendliness of spreadsheets using conditional formatting, data validation and comments.
			IT1.c.10.h: Analyze data relevant to a specific business problem by utilizing sorts and filters.
IT1.d: Select and use appropriate features of presentation tools to communicate effectively.	IT1.d.1.e: Create a digital presentation.	IT1.d.2.m: Enhance a presentation visually using graphics, sounds, diagrams, animation and transitions.	IT1.d.5.h: Synthesize information by embedding spreadsheets and charts in a presentation.
		IT1.d.3.m: Create linear and non-linear presentations using hyperlinks.	IT1.d.6.h: Automate presentation tasks using macros, timings and narration.
		IT1.d.4.m: Customize a presentation for a given situation by modifying design templates with color schemes and custom backgrounds.	IT1.d.7.h: Enhance usability of a presentation by using notes pages, comments, action buttons and custom shows.
			IT1.d.8.h: Integrate various types of media to effectively communicate in a business situation.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
IT1.e: Discuss and demonstrate use of emerging technologies as appropriate to a given task.	**IT1.e.1.e:** Explore emerging technology of various types.	**IT1.e.3.m:** Compare and contrast acceptable and unacceptable uses of emerging technology.	**IT1.e.5.h:** Analyze a business task and apply the most appropriate emerging tool for the situation.
	IT1.e.2.e: Demonstrate the use of emerging technology for an academic setting.	**IT1.e.4.m:** Apply an emerging technology tool appropriately to a given situation.	**IT1.e.6.h:** Demonstrate proficiency in the use of a variety of emerging technologies.
			IT1.e.7.h: Analyze the impact of technological advances on society and individual users.
IT1.f: Select and use the most appropriate tool to solve digital problems.	**IT1.f.1.e:** Identify software and/or tools appropriate for a specific task.	**IT1.f.3.m:** Use help features and reference materials to learn software and tools to solve problems.	**IT1.f.7.h:** Compare and contrast software and tool features from multiple vendors/providers in solving a problem.
	IT1.f.2.e: Prepare projects that include a variety of media.	**IT1.f.4.m:** Create projects collaboratively.	**IT1.f.8.h:** Research advanced software/tool functions using knowledge-based options (i.e., user communities, RSS feeds, tech support, etc.).
		IT1.f.5.m: Identify personal technology needs and budget.	**IT1.f.9.h:** Identify and analyze user needs within an organization and propose digital solutions.
		IT1.f.6.m: Identify and research sources of information about hardware, software and other tools.	

Standard: BIT.IT2: Students will evaluate and maintain current and emerging hardware as it relates to configuring, installing, upgrading, diagnosing and repairing.

Learning Priority	PK-5	6-8	9-12
IT2.a: Identify hardware components inside and outside of a digital device and distinguish which hardware devices would benefit certain tasks.	**IT2.a.1.e:** Identify commonly used peripheral devices, such as monitor, keyboard, mouse, mobile devices, scanners and cameras.	**IT2a.4.m:** Demonstrate the use of a variety of printer functions.	**IT2a.7.h:** Analyze the life cycle of hardware with consideration of cost.
	IT2.a.2.e: Identify commonly used output devices, such as speakers, printer and projector.	**IT2a.5.m:** Compare and contrast types of storage devices.	**IT2a.8.h:** Identify the best storage option for a given task.
	IT2.a.3.e: List and define hardware components.	**IT2a.6.m:** Identify internal components of an electronic device.	**IT2a.9.h:** Evaluate various types of hardware and recommend the proper usage for a given task.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
IT2.b: Perform basic troubleshooting and maintenance for various hardware components as needed.	**IT2.b.1.e:** Recognize a basic hardware problem such as computer freeze, inability to print, mouse not functional, etc.	**IT2.b.3.m:** Determine which peripheral device is causing a problem and take steps to correct it.	**IT2.b.5.h:** Diagnose problems with hardware and peripheral devices and recommend or provide a solution.
	IT2.b.2.e: Demonstrate proper maintenance of computers and peripheral devices.	**IT2.b.4.m:** Customize hardware and software to optimize efficiency.	**IT2.b.6.h:** Analyze problems with internal hardware and perform repairs as necessary.
Standard: BIT.IT3: Students will describe, organize, create and maintain a database management system.			
IT3.a: Organize information using a database management system.	**IT3.a.1.e:** Define terminology related to databases, such as data, sort and query.	**IT3.a.3.m:** Create and edit fields and records within a database.	**IT3.a.5.h:** Plan the structure of and create a database using original information.
	IT3.a.2.e: Collect data suitable for a database and recognize how information is sorted.	**IT3.a.4.m:** Create tables in a database to organize information.	**IT3.a.6.h:** Create forms to enable other database users to enter information.
			IT3.a.7.h: Modify the record structure as necessary to fit an appropriate situation.
IT3.b: Solve personal and business problems using advanced database features.	**IT3.b.1.e:** Use a digital database to find information.	**IT3.b.2.m:** Perform queries to summarize information from a database.	**IT3.b.5.h:** Construct advanced reports and queries to summarize important information from a database.
		IT3.b.3.m: Perform sorts to organize information from a database.	**IT3.b.6.h:** Analyze information retrieved from a database to make a recommendation for a business situation.
		IT3.b.4.m: Differentiate among various types of information that may be stored in a database.	**IT3.b.7.h:** Analyze components of a database to create relationships among them.
			IT3.b.8.h: Compare and contrast the use of a database management system with other methods of organizing information.

Wisconsin Standards for Business and Information Technology (B&IT)

Information Technology / Content Area: NT/Networking

Standard: BIT.NT1: Students will analyze network system needs and requirements.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
NT1.a: Apply networking terminology to a networking environment.	**NT1.a.1.e:** Recognize how to log in to a network.	**NT1.a.6.m:** Identify the purposes of a network operating system.	**NT1.a.11.h:** Analyze how the components of a network operating system support network operations.
	NT1.a.2.e: Demonstrate the proper use of devices connected to a network.	**NT1.a.7.m:** Recognize storage benefits of WAN, LAN and other device dependent locations.	**NT1.a.12.h:** Identify licensing requirements.
	NT1.a.3.e: Repeat the process of saving using a WAN, LAN and a device dependent storage location.	**NT1.a.8.m:** Identify what it means to log in to a network and server.	**NT1.a.13.h:** Differentiate between local area networks (LAN) and wide area networks (WAN).
	NT1.a.4.e: Recognize the correct network printer.	**NT1.a.9.m:** Install and configure a wireless printer.	
	NT1.a.5.e: Recognize a wireless network and be able to connect.	**NT1.a.10.m:** Add a network device and other computer peripherals.	
NT1.b: Evaluate network devices, including network connectivity hardware and describe their functions.	**NT1.b.1.e:** Recognize an Internet connection.	**NT1.b.2.m:** Sketch a diagram of a digital device connected to a network.	**NT1.b.5.h:** Describe hardware components for a network.
		NT1.b.3.m: Distinguish among network environments.	**NT1.b.6.h:** Assess software requirements for a network.
		NT1.b.4.m: Identify hardware components of a network.	**NT1.b.7.h:** Develop the system requirements for a network.
			NT1.b.8.h: Assess security requirements and defend the need for data protection.
			NT1.b.9.h: Construct a network diagram to be deployed in a specified environment.
			NT1.b.10.h: Compare and contrast various network operating systems.
			NT1.b.11.h: Implement server virtualization.

When developing course content related to Networking refer to additional standards, learning priorities and performance indicators associated with Business Communications, Business Law and Ethics, IT Foundations, Digital Graphics and Communications and Programming/Applications Development.

Wisconsin Standards for Business and Information Technology (B&IT)

Information Technology / Content Area: PR/Programming and Applications Development

Standard: BIT.PR1: Students will assess customer needs and develop an appropriate software or application solution.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	**6-8**	**9-12**
PR1.a: Demonstrate knowledge of the programming or application development process.	**PR1.a.1.e:** Define basic programming vocabulary.	**PR1.a.6.m:** Identify the development or problem- solving process.	**PR1.a.8.h:** Produce IT-based strategies and project plan to solve a specific problem.
	PR1.a.2.e: Describe how a program or application controls a device.	**PR1.a.7.m:** Compare and contrast multiple languages and their development.	**PR1.a.9.h:** Identify and explain the steps in the systems development life cycle.
	PR1.a.3.e: Identify that a program or application controls a device and its generated output.		**PR1.a.10.h:** Identify and analyze customer software needs and requirements.
	PR1.a.4.e: Identify typical programs that are used to control a digital device.		**PR1.a.11.h:** Identify and describe various structured analysis and design tools.
	PR1.a.5.e: State the purpose of programming languages.		**PR1.a.12.h:** Develop a testing and conversion plan.
			PR1.a.13.h: Develop a training plan and perform training.
			PR1.a.14.h: Describe the impact of operating systems on the development process.
PR1.b: Analyze and design information systems and/or games using appropriate development tools.		**PR1.b.1.m:** Convert a word problem into code using top-down design.	**PR1.b.5.h:** Use appropriate code to produce a computer application.
		PR1.b.2.m: Select appropriate data types.	**PR1.b.6.h:** Incorporate appropriate human interface design principles.
		PR1.b.3.m: Write structured program code.	**PR1.b.7.h:** Create a flow chart that details a process (flow of data through processing systems, operations and sequence).
		PR1.b.4.m: Diagram the scope and values of variables during execution of a simple program.	**PR1.b.8.h:** Apply design principles to programming tasks.
			PR1.b.9.h: Select and use an appropriate compiler.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
			PR1.b.10.h: Develop and select appropriate algorithms and data structures to solve problems.
			PR1.b.11.h: Develop design specifications for record types, output and data stores.
PR1.c: Perform quality assurance tasks to produce a quality product.		**PR1.c.1.m:** Analyze the strengths and weaknesses of a current product.	**PR1.c.3.h:** Test, debug and document an application.
		PR1.c.2.m: Test and analyze ready-made applications and programs.	**PR1.c.4.h:** Perform maintenance and customer support functions.
			PR1.c.5.h: Generate a program that can be run through either an executable file or web-based application.

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