

**Arkansas Department of Career Education
 Curriculum Framework**

Course Title: Insurance and Risk Management

Career Cluster: Finance

Course Number	492210		
Credit	.5		
CIP Number	<i>(Program area responsibility to insert CIP code(s)/titles http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55)</i>		
Grade Level	10-12		
Prerequisite	Tech Prep Core		
Course Type	Elective		
Teacher Certification	Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.		
CTSO	FBLA	DECA	
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx		
Industry Certifications	WISE Financial Literacy, OSHA CareerSafe		

Course Description

Insurance and Risk Management provides an overview of the insurance industry, including various types of insurance, rates and claims, and career opportunities. Included are activities that help the student to better understand the importance of insurance and how it affects them both today and through their retirement years.

Program Purpose/Structure

3T

Laboratory Activities

3T

Special Notes

The Affordable Care Act (2013) will greatly impact Unit 5 (Health and Disability Insurance) – please plan accordingly

Career and Technical Student Organization (CTSO)

FBLA

DECA

Standard 1.0 Insurance Fundamentals				
Performance Indicator 1.1 Define and analyze risk	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
1.1.1 Analyze and assess risk	<ul style="list-style-type: none"> The student will illustrate the ways to deal with risk (i.e. create a SmartArt with images for each way to deal with risk). The student will compose a short story identifying a risk and a way to minimize that risk (i.e. wearing a bicycle helmet to avoid head injury). 	W9-10.2a W9-10.10 W11-12.2a W11-12.10	FN-INS4 FN-2 FN-14	EPF3 EPF8
Performance Indicator 1.2 Describe how insurance works	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
1.2.1 Identify the who, what, when, where, and why of insurance	<ul style="list-style-type: none"> The student will create a four square vocabulary for each term (the Frayer Model - includes the term, the definition, an image, and a sentence using the word in the correct context). The student will develop a Wordle or crossword puzzle using the key terms. 	W9-10.4 W9-10.6 L9-10.4 L11-12.4 W11-12.6	FN-INS5	EPF3 EPF8
Performance Indicator 1.3 Describe rights and responsibilities of insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
1.3.1 Describe insurance regulations and company/agent responsibilities	<ul style="list-style-type: none"> The student will create a consumer guide that describes and evaluates insurance laws and regulations. The student will investigate agents in his or her state that are endorsed by the Better Business Bureau. 	W9-10.1c W9-10.6 W11-12.1c W11-12.6	FN-INS5 FN-INS1	EPF3 EPF3 EPF5
1.3.2 Discuss the insured's obligations and how to assert his or her rights	<ul style="list-style-type: none"> The class will witness a skit performed by classmates depicting a dispute, which results in arbitration or small claims court. The student will calculate and discuss the advantages and disadvantages of paying an insurance premium monthly instead of annually or semi-annually. 	SL9-10.1a L11-12.6 SL11-12.4 L9-10.6	FN-INS5	EPF3 EPF8

<p>1.3.3 Explain the fundamental principle behind credit and insurance scores.</p>	<ul style="list-style-type: none"> The student will evaluate how an insurer uses a credit score to draw inferences about a person, their lifestyle, and the degree of risk they represent. The student will compare and contrast a credit score and an insurance score. Key Terms of this Standard: Risk and Risk Management, Claim, Coverage, Deductible, Insurability, Insurance, Insurance Policy, Insurance Premium, Insured, Insurer, and Liability, Better Business Bureau (BBB), Misrepresentation, and Predatory Pricing, Arbitration, Insurance Premium and Small Claims Court, Credit Score and Insurance Score 	<p>R11-12.4 R11-12.8 R9-10.4 R9-10.8</p>	<p>FN-INS5 FN-INS4</p>	<p>EPF3 EPF8</p>
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Standard 2.0 Automobile Insurance

<p>Performance Indicator 2.1 Describe factors that affect automobile insurance policies and rates</p>	<p>Recommended Application/Activity</p>	<p>CCSS Standards</p>	<p>CCTC Standards</p>	<p>National Standards for Business Education</p>
<p>2.1.1 Investigate the general types of automobile coverage (liability, medical expenses, physical damage, and uninsured/underinsured motorist)</p>	<ul style="list-style-type: none"> The student will become a “Topic Specialist” – small groups of students are assigned a different type of automobile coverage and they must become a “specialist” on the subject and present to the class their knowledge; the topic specialist creates a visual aid to compliment their presentation; all other students take notes on each presentation. The student will evaluate case studies utilizing real-life scenarios; students will calculate the “true” cost of insurance (liability vs. physical on different types of cars and different costs of policies). 	<p>SL9-10.1 SL9-10.4 SL11-12.1 SL11-12.4</p>	<p>FN-INS1 FN1 FN12</p>	<p>EPF3</p>
<p>2.1.2 Differentiate between liability coverages (bodily injury and property damage)</p>	<ul style="list-style-type: none"> The student will create a graphic organizer to compare and contrast the two types of liability coverage. 	<p>R9-10.9 W11-12.4 R11-12.9 W9-10.4</p>	<p>FN-INS5</p>	<p>EPF3</p>
<p>2.1.3 Differentiate between physical damage coverages (comprehensive and collision)</p>	<ul style="list-style-type: none"> The student will create a graphic organizer to compare and contrast the two types of physical damage coverage. The student will role-play an insurance agent describing the importance of each of the general types of automobile coverage (combines 2.1.2 and 2.1.3). 	<p>W11-12.9 SL11-12.2 W9-10.9 SL9-10.2</p>	<p>FN-INS5 FN12</p>	<p>EPF3</p>

<p>2.1.4 Define medical expenses (personal injury protection)</p>	<ul style="list-style-type: none"> The student will critique real-life situations to determine if personal injury protection or health insurance would cover an injury. The student will describe the features of personal injury protection on a note card to be handed in as an exit slip. 	<p>SL11-12.1d R9-10.1 R9-10.5 R11-12.1 R11-12.5</p>	<p>FN-INS1 FN-INS5 FN-2</p>	<p>EPF3</p>
<p>2.1.5 Differentiate between uninsured and underinsured coverages</p>	<ul style="list-style-type: none"> The student will use concepts to solve non-routine problems concerning the coverage of uninsured vs. underinsured coverage. The student will research and graph statistics related to uninsured/underinsured accidents (percent of accidents caused by uninsured motorists, percent of drivers that are uninsured, etc.) – www.iii.org. 	<p>SL11-12.4 SL11-12.5 W9-10.6 W11-12.6 SL9-10.4 SL9-10.5</p>	<p>FN1 FN-INS2</p>	<p>EPF3</p>
<p>2.1.6 Investigate the factors that affect insurance policy rates (i.e. Age, gender, driving record, credit score, etc.)</p>	<ul style="list-style-type: none"> The student will create public service announcement posters to display around the school (don't drink and drive, don't text and drive, wear your seatbelt, etc.). The student will research and graph the cost of an automobile policy isolating one of the factors (i.e. the cost of a 16 year old driving X vehicle, the cost of a 17 year old driving the same vehicle, etc.). 	<p>L9-10.4 L9-10.6 L11-12.2a L11-12.6 W9-10.2a W9-10.6 L11-12.4</p>	<p>FN-INS4</p>	<p>EPF3</p>

Performance Indicator 2.2 Describe components of an automobile insurance policy	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
2.2.1 Summarize the parts of an automobile insurance policy (application, declarations page, policy, and cancellations)	<ul style="list-style-type: none"> The student will participate in a presentation by an Insurance Agent guest speaker. The student will participate in an insurance policy scavenger hunt (list two reasons why the insurer may cancel your policy, list two reasons why the insured may cancel your policy, etc.). Rewrite a declaration page in layman’s terms. 	SL9-10.3 SL9-10.1c W9-10.8 W11-12.5 W11-12.6 SL11-12.3 SL11-12.1c W11-12.8	FN-INS5	EPF3 EPF8
2.2.2 Evaluate coverage of automobile insurance, including riders and endorsements (GAP insurance and riders)	<ul style="list-style-type: none"> The student will create a brochure that illustrates the concept of being “upside-down” in your car. The student will perform statistical formulas to calculate when it is beneficial to carry GAP insurance and other riders. 	W9-10.2b W9-10.6 W11-12.2b W11-12.6 L9-10.6 L11-12.6	FN-INS2 FN-INS5	EPF3
Performance Indicator 2.3 Describe reporting accidents and claim procedures	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
2.3.1 Assess your role in an accident (you are involved, you are a witness, etc.)	<ul style="list-style-type: none"> The student will read case scenarios of accidents and have students identify participants versus witnesses. The student will create a graphic organizer identifying the role of a witness versus an involved party entails. 	W9-10.2a W11-12.2a R9-10.6 R9-10.7 R11-12.6 R11-12.7	FN-INS4	EPF3
2.3.2 Explain what to do in case of an accident	<ul style="list-style-type: none"> The student will create a wallet card listing the steps to follow in case of an accident and hand out to faculty and students to keep in their glove compartments. The student will write and record a public service announcement outlining what to do in case of an accident. 	W9-10.3 W11-12.3 SL9-10.5 SL11-12.5	FN-INS4	EPF3

2.3.3 Identify the steps involved in filing a claim	<ul style="list-style-type: none"> The student will use GoAnimate to create a video of a conversation between an insurance agent and a client filing a claim (what kinds of questions will the agent ask, what information the filer needs to provide). The student will generate a list of questions the insurance company might ask when a claim is filed. Key Terms in this Standard include: Liability Coverage, Medical Expenses Coverage, Personal Auto Policy, Physical Damage Coverage, Underinsured Motorist Coverage, and Uninsured Motorist Coverage, Bodily Injury Liability Coverage and Property Damage Liability Coverage, Collision Coverage, Comprehensive Coverage, and Depreciation, Personal Injury Protection Coverage, Underinsured Motorist Coverage and Uninsured Motorist Coverage, Underwriting, Declaration Page, Endorsements, Exclusions, GAP insurance and Riders 	W9-10.5 W11-12.5	FN-INS5 FN6	EPF3
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Standard 3.0 Worker's Compensation and Unemployment Insurance

Performance Indicator 3.1 <i>Describe worker's compensation</i>	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
3.1.1 List workplace risks	<ul style="list-style-type: none"> The student will construct a table listing workplace risks. The student will brainstorm a list of 3-4 occupations; name 5-10 hazards associated with each occupation; and translate into a graphic organizer. 	SL9-10.1 SL9-10.4 SL11-12.1 SL11-12.4 W9-10.6 W11-12.6	FN-INS1 FN-INS2 FN-INS4 FN7 FN6 FN11 FN14	EPF3 EPF8
3.1.2 Examine the employer's responsibility in relation to workers' compensation	<ul style="list-style-type: none"> The student will perform an internet scavenger hunt utilizing the state workers' compensation website. The student will construct a graphic organizer to arrange the pros and cons of the federal government versus state governments setting regulations for workers' compensation. 	W9-10.2a W11-12.2a R9-10.7 R11-12.7	FN-INS5 FN-INS1 FN-INS2 FN7 FN14	EPF3
3.1.3 Investigate state and federal agencies to further reinforce worker's safety standards (i.e. OSHA)	<ul style="list-style-type: none"> The student will analyze local case scenarios to identify workplace safety roles of responsibility (i.e. research injuries that have occurred in your region and determine who was at fault in the situation). The student will complete the OSHA 10-hour General Industry Course (www.careersafeonline.com). 	R9-10.3 R11-12.3	FN-INS1 FN-INS2 FN7 FN10 FN14	EPF3

3.1.4 Demonstrate the process to file a worker's compensation claim	<ul style="list-style-type: none"> The student will observe a presentation by a guest speaker for workers' compensation rules and regulations. The student will create a brochure outlining the steps to file a workers' compensation claim including things that are excluded. 	SL9-10.3 SL11-12.3 W9-10.2b W11-12.2b	FN-INS1 FN-INS2 FN11	EPF3
3.1.5 Critique evidence of worker's compensation fraud	<ul style="list-style-type: none"> The student will watch investigative videos that illustrate workers' compensation fraud (20/20, John Stossel, etc.). The student will create a dramatization of a fraudulent workplace injury and the resulting fraudulent workers' compensation claim (i.e. slip and fall in a retail store). 	SL9-10.2 SL11-12.2 W9-10.6 W11-12.6	FN-INS1 FN-INS2	EPF3
Performance Indicator 3.2 Describe unemployment insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
3.2.1 Examine the employer's responsibilities and the employee's eligibility in relation to unemployment insurance	<ul style="list-style-type: none"> The student will participate in an oral discussion on the objectives of unemployment insurance – who should receive it and for how long? The student will categorize monetary and non-monetary eligibility requirements using a graphic organizer. The student will determine the cause and effect of the unemployment rate and enrollment in post-secondary education. 	SL9-10.1 SL11-12.1 W9-10.2 W11-12.2	FN-INS1 FN-INS2 FN-INS5 FN7 FN14	EPF3 EPF9
3.2.2 Demonstrate the process to file an unemployment claim	<ul style="list-style-type: none"> The student will develop a flyer listing the steps and qualifications for filing an unemployment claim. The student will complete an online scavenger hunt utilizing the Arkansas Department of Workforce Services website (www.dws.arkansas.gov). 	W9-10.5 W11-12.5 SL9-10.2 SL11-12.2	FN-INS1 FN-INS2 FN11	EPF3
3.2.3 Calculate unemployment benefits	<ul style="list-style-type: none"> The student will utilize the benefits calculator at www.fileunemployment.org to determine unemployment benefits. The student will perform calculations to determine unemployment benefits based on different case scenarios. 	R9-10.3 R11-12.3	FN1 FN11 FN12	EPF3
3.2.4 Calculate the unemployment rates	<ul style="list-style-type: none"> The student will play the Unemployment Game (www.econedlink.org). The student will compare employment data trends in the last ten years and graph the data. Key Terms in this Standard: Death Benefit and Repetitive Stress Injury, No-Fault Insurance and Worker's Compensation, Occupational Health and Safety Administration (OSHA), Claimant, Fraud, Unemployment Insurance, Base Period and Benefit Period 	L9-10.6 L11-12.6 W9-10.6 W11-12.6	FN1 FN11 FN12	EPF3

Standard 4.0 Homeowner's and Renter's Insurance

Performance Indicator 4.1 Describe homeowner's and renter's insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
4.1.1 Describe the general purpose of homeowner's insurance	<ul style="list-style-type: none"> The student will participate in a small group brainstorming a list of 5-10 risks associated with owning a home. The student will discuss real life examples of items that may not be covered by home owner's insurance; then make a list of definitely not covered and possibly not covered items and compare the two lists. 	SL9-10.1a SL11-12.1a W9-10.2a W11-12.2a	FN-INS1 FN-INS4 FN-INS5 FN4	EPF3
4.1.2 Describe the general purpose of renter's insurance	<ul style="list-style-type: none"> The student will participate in a small group brainstorming a list of 5-10 risks associated with renting property. The student will discuss real life examples of items that may not be covered by renter's insurance; then make a list of definitely not covered and possibly not covered items and compare the two lists. The student will create a personal inventory of items that would be in a dorm room/college apartment; determine if those items would be covered under their parent's homeowner's insurance or if there is a need for a renter's insurance policy. 	SL9-10.1a SL11-12.1a W9-10.2a W11-12.2a	FN-INS1 FN-INS4 FN-INS5 FN4	EPF3
4.1.3 Analyze how to reduce risk of loss in the home	<ul style="list-style-type: none"> The student will create a multi-media project outlining ideas on reducing risks associated with loss in the home (installing security cameras, installing smoke detectors, etc.). The student will identify perils (tornado, fire, etc.) in a family dwelling using graphics and WordArt. 	W9-10.6 W11-12.6	FN-INS4 FN-INS5 FN2 FN7 FN11 FN14	EPF3 EPF8

Performance Indicator 4.2 Describe basic coverage of homeowner's and renter's insurance policies	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
4.2.1 Describe basic homeowner's insurance policies	<ul style="list-style-type: none"> The student will discuss the four main categories of homeowner's insurance (dwelling, detached structures, contents, and personal property). The student will use graphics to represent the perils facing homeowners. The student will evaluate their homes to identify potential liability problems including attractive nuisances. 	SL9-10.1 SL11-12.1 W9-10.6 W11-12.6	FN-INS1 FN-INS4 FN-INS5 FN4	EPF3
4.2.2 Describe basic renter's insurance policies	<ul style="list-style-type: none"> The student will compare and contrast homeowner's and renter's insurance policies. The student will poll members of the community (parents, teachers, etc.) on whether they have homeowner's or renter's insurance. The student will draw an umbrella and list items that could be covered under an umbrella policy (stress that one company issues both auto and home/renters). 	R9-10.1 R11-12.1 R9-10.7 R11-12.7 W9-10.8 W11-12.8	FN-INS1 FN-INS4 FN-INS5 FN4	EPF3
4.2.3 Differentiate between guaranteed replacement cost coverage versus actual cash value	<ul style="list-style-type: none"> The student will calculate guaranteed replacement cost versus actual cash value on items in student's homes (i.e. PlayStation, television, etc.). The student will create a collage of items found in the home and compare the original purchase price with the reimbursed expenses due to loss (approximately 80% of total value). 	R9-10.7 R11-12.7 W9-10.9 W11-12.9	FN-INS5 FN1 FN14	EPF3
4.2.4 Examine the property insurance application process, coverage needs, and the claims process	<ul style="list-style-type: none"> The student will discuss the various ways to complete the application process (online, in person, etc.). The student will analyze the factors that will affect your premium (i.e. Location, distance from the fire department, type of construction, etc.). The student will role play situations where an insurance claim needs to be filed; then discuss the steps to follow in case of loss/damage (i.e. when it is permissible to make temporary repairs versus permanent repairs). Key Terms in this Standard: Endorsement, Exclusion, Flood Insurance, Homeowner's Insurance, Loss of Use, Personal Inventory, Renter's Insurance, Natural Risks, Perils, Attractive Nuisances, Umbrella Policy, Actual Cash Value, Depreciation, Guaranteed Replacement Cost, and Personal Liability 	L9-10.4 L11-12.4 L9-10.6 L11-12.6 R9-10.3 R11-12.3 R9-10.9 R11-12.9	FN-INS1 FN-INS2 FN-INS4 FN2 FN8 FN11 FN14	EPF3

Standard 5.0 Health and Disability Insurance				
Performance Indicator 5.1 Describe health insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
5.1.1 Explain the general purpose of health insurance and the problems in healthcare	<ul style="list-style-type: none"> The student will brainstorm reasons why health insurance is necessary/beneficial. The student will find and summarize a current events article relating to a problem facing health care. The student will demonstrate understanding of the Law of Large Numbers. 	W9-10.1a W11-12.1a SL9-10.1a SL11-12.1a SL9-10.2 SL11-12.2	FN-INS1 FN-INS2 FN-INS5 FN2 FN11 FN14 FN15	EPF3
5.1.2 Define Pre-existing conditions	<ul style="list-style-type: none"> The student will compile a list of 8-10 pre-existing conditions. 	W9-10.2a W11-12.2a	FN-INS1 FN2	EPF3
5.1.3 Compare and evaluate different categories (Public and Private/Employer-Sponsored) and types (HMO, PSO, High-Deductible, Catastrophic, etc.) of health insurance plans	<ul style="list-style-type: none"> The student will complete an internet scavenger unit utilizing www.healthcare.gov. The student will compare and contrast qualifying factors for Public and Private/Employer-Sponsored health insurance plans. The student will create a brochure that outlines/explains the different types of health insurance plans. 	R9-10.1 R11-12.1 R9-10.9 R11-12.9 W9-10.6 W11-12.6	FN-INS1 FN-INS2 FN-INS5 FN12 FN14	EPF3
5.1.4 Relate how COBRA, HIPAA, Medicare, and Medicaid affect insurance	<ul style="list-style-type: none"> The student will create an electronic presentation explaining how COBRA, HIPAA, Medicare, and Medicaid affect insurance. The student will write mock test questions to cover the concepts of COBRA, HIPAA, Medicare, and Medicaid. 	W9-10.6 W11-12.6 W9-10.10 W11-12.10	FN-INS1 FN-INS2 FN-INS5 FN14	EPF3

Performance Indicator 5.2 Describe disability and long-term care insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
5.2.1 Assess the purpose and benefits of disability insurance; analyze coverage needs, costs, and benefits	<ul style="list-style-type: none"> The student will brainstorm the difference between disabilities that are short-term versus long-term. The student will graph data relating to disability insurance (www.disabilitystatistics.org). The student will identify different types of disabilities (physical and non-physical) and list resources that are available for each type of disability. The student will complete the activities in the Disability Awareness Packet (www.VCU.edu). 	SL9-10.1 SL11-12.1 W9-10.6 W11-12.6 R9-10.4 R11-12.4	FN-INS2 FN-INS4 FN-INS5 FN5 FN12	EPF3
5.2.2 Assess the purpose and benefits of long-term care insurance; analyze coverage needs, costs and benefits	<ul style="list-style-type: none"> The student will read and summarize “Long Term Care Consumer Alerts and Tips” (www.insurance.arkansas.gov). The student will create a poster or flyer illustrating the basics (who, what, when, where, why) of long-term care insurance (www.longtermcare.gov). The student will compare and contrast the different sources of long-term care funding (Medicare, Medicaid, Private, etc.) using a graphic organizer. Key Terms in this Standard: Health Insurance, Law of Large Numbers, Preventative Care, and Primary Care Physician (PCP), Pre-existing Conditions, Catastrophic Coverage, Copayment, Health Maintenance Organization (HMO), High Deductible Healthcare Plan (HDHP), Point of Service Organization (PSO), Preferred Provider Organization (PPO), Consolidated Omnibus Budget Reduction Act (COBRA), Health Insurance Portability and Accountability Act (HIPAA), Medicaid, Medicare, Medigap, Disability Insurance, and Long-Term Care Insurance 	R9-10.2 R11-12.2 W9-10.2b W11-12.2b	FN-INS2 FN-INS4 FN-INS5 FN5 FN12	EPF3

Standard 6.0 Life Insurance and Retirement Planning

Performance Indicator 6.1 Describe life insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
6.1.1 Define and explain the purpose of life insurance	<ul style="list-style-type: none"> The student will create a presentation that defines and explains the benefits of life insurance. The student will answer the question: Who needs insurance by defining and explaining the purpose and need for life insurance. 	SL9-10.1a SL11-12.1a W9-10.2b W11-12.2b	FN-INS2 FN-INS5	EPF3
6.1.2 Compare and evaluate the various policy types	<ul style="list-style-type: none"> The student will create a brochure explaining the basic kinds of life insurance (term and whole), addressing how much insurance you need, and providing definitions for policy terms (www.insurance.arkansas.gov). The student will list the advantages and disadvantages of each policy type. 	W9-10.4 W11-12.4 L9-10.4 L11-12.4	FN-INS2 FN-INS5	EPF3
6.1.3 Explain how to apply for a policy	<ul style="list-style-type: none"> The student will compare and contrast various life insurance applications, reviewing medical history and lifestyle questions, and draw conclusions in an oral discussion. The student will brainstorm and compose a list of questions to survey life insurance needs and the affect of lifestyle choices; create a questionnaire; and distribute to other groups for critique. 	SL9-10.1a SL11-12.1a W9-10.2b W11-12.b	FN-INS1 FN5	EPF3
6.1.4 Identify beneficiary and discuss filing a death claim	<ul style="list-style-type: none"> The student will differentiate between primary and secondary (contingent) beneficiaries by creating a flip chart of the terms. The student will work with a partner to list all considerations when naming beneficiaries; students will then work separately to choose primary and secondary (contingent) beneficiaries; each student will explain their choices in writing. The student will discuss hypothetical situations in which the policy owner's intentions appear to be straightforward but could become complicated when death occurs out of natural sequence. Students will determine how the proceeds of the policy will be distributed. Consider how things vary by state. 	W9-10.4 W11-12.4 W9-10.2b W11-12.2b SL9-10.1 SL11-12.1	FN-INS1 FN12	EPF3

Performance Indicator 6.2 Describe retirement planning	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
6.2.1 Explain the importance of a retirement plan	<ul style="list-style-type: none"> The student will analyze the difference between investing \$100 per month for retirement starting at age 18 and contributing for seven years versus starting at age 25 and contributing for the next 40 years to see the power of compound interest. The student will research the ways that multiple cultures handle elder care; each student will choose a presentation manner to convey their findings (i.e. Multimedia, poster, skit, etc.). 	R9-10.1 R11-12.1 R9-10.9 R11-12.9 SL9-10.4 SL11-12.4	FN-INS1 FN-INS5 FN2	EPF3
6.2.2 Compare and Contrast the employer sponsored and individual retirement plans available	<ul style="list-style-type: none"> The student will list the advantages and the disadvantages of participating in an employer retirement plan versus purchasing one individually. The students will create a table comparing all of the retirement plans (401K, Roth IRA, etc.). 	W9-10.2d W11-12.2d W9-10.6 W11-12.6	FN-INS5 FN12 FN13	EPF3
6.2.3 Describe how Social Security may supplement other income	<ul style="list-style-type: none"> The student will recognize how social security may supplement retirement income by interviewing a retired individual and presenting their findings to the class. The student will use the Retirement Estimator to calculate benefits at retirement (www.socialsecurity.gov). The student will calculate the AIME (Average Indexed Monthly Earnings) to estimate Social Security benefits using various case study figures. Key Terms in this Standard: Life Insurance, Vested Cash Value, Term Life, Whole Life, Insurable Interest Beneficiary and Contingent Beneficiary, 401(k), 403(b), Compound Interest, Individual Retirement Account (IRA), and Simplified Employee Pension – Individual Retirement Account (SEP-IRA), Annuity, Fixed Annuity, Deferred Annuity, Pension, Tax Deferred and Variable Annuity, and Social Security 	R9-10.1 R11-12.1 SL9-10.3 SL11-12.3 W9-10.6 W11-12.6	FN-INS5 FN1 FN11 FN12	EPF3

Standard 7.0 Insurance Careers, Ethics, and Rights and Responsibilities				
Performance Indicator 7.1 Describe careers in insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
7.1.1 Investigate careers in the insurance industry	<ul style="list-style-type: none"> The student will choose a career in the insurance industry and determine the educational requirements for that career; the student will identify post-secondary institution(s) that offer the degree/certification needed; the student will create an educational plan to become certified; the student will deliver their findings in an oral presentation and written portfolio. <i>(This could be an extended project throughout the course of the semester)</i> The student will interact with a guest speaker from UCA-Conway to speak about the Insurance and Risk Management Bachelor's degree they offer. 	R9-10.3 R11-12.3 SL9-10.4 SL11-12.4 W9-10.4 W9-10.6 W11-12.4 W11-12.8 W11-12.7 W11-12.6	FN-INS3 FN3 FN4 FN5	EPF3
Performance Indicator 7.2 State ethics in insurance	Recommended Application/Activity	CCSS Standards	CCTC Standards	National Standards for Business Education
7.2.1 Explore ethics in insurance	<ul style="list-style-type: none"> For each Standard, the student will be introduced to an ethics dilemma and will utilize the National Association of Insurance and Financial Advisors (NAIFA) Code of Ethics to evaluate ethical situations depicted in these case studies. (www.NAIFA.org) <i>(This could be an extended project throughout the course of the semester)</i> The student will cite evidence from ethical situations presented in videos. Key Terms in this Standard: Actuary, Agent, Broker, Claims Adjustor, Field Representative, Loss Control Specialist, Risk Management Consultant, Underwriter, and Ethics 	R9-10.2 R11-12.2 W9-10.6 W11-12.6	FN-INS1 FN5 FN14	EPF3

Glossary

Standard 1.0 Insurance Fundamentals

Arbitration - The process by which the parties to a dispute submit their differences to the judgment of an impartial person or group appointed by mutual consent or statutory provision

Better Business Bureau (BBB) – an alliance of U.S. and Canadian businesses that promotes consumer education and ethical business practices

Claim – a request to cover losses from a specific event

Coverage – protection against a specific kind of loss

Credit Score – a rating that summarizes an individual's credit history and likelihood of paying back loans

Deductible – the amount an insured pays on a claim before the insurer pays the remainder

Insurability – an insurer's determination that an individual meets the company's criteria to be insured

Insurance – financial protection that spreads risk among a large group of people

Insurance Policy – a contract written to protect individuals named in the policy against specific future losses

Insurance Premium - payment made by the insured to the insurer

Insurance Score – a rating that predicts the likelihood of an individual to file an insurance claim

Insured – an individual usually but not always the buyer, covered by an insurance policy

Insurer – the company or agency that writes an insurance policy

Liability – legal responsibility

Misrepresentation – the unethical practice of making false claims about an insurance policy, or a competitor's policy, to make a sale

Predatory Pricing – the practice of undercutting competitors' prices to drive them out of business and take over their share of the market

Risk – a situation in which some kind of loss is possible

Risk Management – an organized strategy for controlling financial loss from pure risk

Small Claims Court – a local court in which claims for small sums of money can be heard and decided quickly and cheaply, without legal representation

Standard 2.0 Automobile Insurance

Automobile Insurance – insurance that provides protection to owners and operators of motor vehicles

Bodily Injury Liability – in auto insurance, liability coverage that pays for physical injury to people in other vehicles

Collision Coverage – in auto insurance, coverage for damage to a car from a collision, no matter which driver is liable

Comprehensive Coverage – in auto insurance, coverage for physical damage to a car caused by something other than a collision

Declaration Page – the page of an insurance policy that summarizes the terms of that particular policy

Depreciation – the reduction in the values of property as it gets older

Endorsements – an amendment to an individual policy that reflects any changes to the standard policy

Exclusions – the section of an insurance policy specifying the losses that are not covered

GAP Insurance – pays the difference between the amount your insurer pays for a totaled car and the amount owed on the lease or loan

Liability Coverage – legal responsibility to provide compensation for certain types of injury or loss

Medical Expenses Coverage – automobile insurance that pays for any physical injuries you or your passengers sustain while in the vehicle or while you

are a pedestrian

Personal Auto Policy – an auto insurance policy designed for personal use of a private passenger vehicle

Personal Injury Protection Coverage – in auto insurance, a product option that adds medical coverage

Physical Damage Coverage – refer to comprehensive and/or collision insurance

Property Damage Liability Coverage – automobile insurance that covers damage (when you are at fault) to other vehicles or other property, such as a fence or garage door

Riders – an amendment or addition to a policy, similar to an endorsement

Underinsured Motorist Coverage – auto insurance coverage that compensates the insured for losses greater than those covered by the liable driver

Underwriting – classifying risks of insured and assigning rates, also includes rejection of those who do not qualify

Uninsured Motorist Coverage – auto insurance coverage that compensates insured for losses caused by a driver who is not insured

Standard 3.0 Worker's Compensation and Unemployment Insurance

Base Period – a period of time used to determine eligibility for unemployment insurance benefits

Benefit Period – a specified amount of time during which benefits will be paid

Claimant – individuals who meet a states eligibility requirements for benefits

Death Benefit – the payment made to beneficiaries and/or survivors upon the death of the insured

Fidelity Bond – protection for the employer against loss caused by the dishonest or fraudulent acts of employees

Fraud – deception for the purpose of unlawful gain

No-fault Insurance – insurance that provides compensation no matter which party is liable

Occupational Health and Safety Administration (OSHA) – a federal agency that sets health and safety standards for the workplace

Repetitive Stress Injury – a possible workplace injury resulting from performing the same activity repeatedly over a period of time

Surety Bond – monetary compensation in case of failure by bonded persons to perform certain acts

Unemployment Insurance – temporary payments to eligible workers who lose their jobs

Worker's Compensation – insurance that pays benefits to workers who suffer work-related injury or illness

Standard 4.0 Homeowner's and Renter's Insurance

Actual Cash Value – coverage that compensates loss at current cash value considering depreciation

Attractive Nuisance – anything on your property that might attract children into danger or harm (swimming pool, trampoline, abandoned cars)

Depreciation – the reduction in the value of property as it gets older

Endorsement – an amendment to an individual policy that reflects any changes to the standard policy

Exclusion – the section of an insurance policy specifying the losses that are not covered

Flood Insurance – insurance that covers damage caused by a flood

Guaranteed Replacement Cost – the cost to replace a piece of property or rebuild a structure

Homeowner's Insurance – insurance that protects property owners in case of loss, loss of use, liability from the result of an injury

Loss of Use – coverage that pays for living expenses while repairs are made to a home or rental property that is uninhabitable because of loss

Natural Risks – occurrences homeowners face in their region of the country such as earthquakes, storms, and floods

Peril – in homeowner's insurance, anything that results in a loss

Personal Inventory – documentation of personal property that includes description, date of purchase, and purchase price

Personal Liability – coverage that protects policyholders from claims or judgments made against them

Renter's Insurance – insurance that protects tenants of a property owned by someone else against theft, property damage, loss of personal property, and loss of use

Umbrella Policy – liability insurance that can be added when a client's homeowner's or renter's and auto insurance are handled by the same insurer

Standard 5.0 Health and Disability Insurance

Catastrophic Coverage – insurance that covers medical expenses that occur as a result of serious medical emergencies

Consolidated Omnibus Budget Reduction Act (COBRA) – a federal law that enables eligible individuals to continue health coverage at their own expense after losing their job or the relationship with the person through whose job they were insured

Copayment – in health insurance, a small part of the charge for a doctor visit, paid by the insured at the time of service

Disability insurance – insurance that supplements lost income when illness or injury prevents the insured from working

Group plan – a contract under which everyone belonging to a specified group is insured

Health Insurance – a plan for sharing the risk of medical costs resulting from an injury or illness

Health Insurance Portability and Accountability Act (HIPAA) – a federal law that permits employees to take their health insurance eligibility with them when they change jobs

Health Maintenance Organization (HMO) – a network of health care providers affiliated with, or employed by an insurer

High Deductible Healthcare Plan (HDHP) – a health insurance plan with lower premiums and higher deductibles than a traditional health plan

Law of Large Numbers – the principle of minimizing risk of financial loss by spreading the expense of paying out claims over many customers over a period of many years

Long-term care insurance – insurance covering the cost of extended care of people who have difficulty with basic daily activities

Medicaid – a government medical assistance program based on need

Medicare – a government medical assistance program for retired and/or disabled persons

Medigap – any of a number of private health insurance plans designed to cover the expenses that Medicare does not

Point of Service Organization (PSO) – a managed-care plan that requires a primary care physician to refer the insured to preferred providers

Preapproval – the requirement that health care providers receive permission from the insurer before performing non-emergency surgery or unusual treatments

Pre-existing conditions – a medical condition for which a new insured has been treated recently, which may be excluded from coverage for a specified time

Preferred Provider Organization (PPO) – a managed-care plan in which physicians and other providers form a network offering care at a reduced rate

Preventative Care – medical care that focuses on disease prevention and health maintenance

Primary Care Physician (PCP) – the doctor designated by the insured to be most directly responsible for his or her care

Standard 6.0 Life Insurance and Retirement Planning

401(k) – an employer-sponsored retirement plan in which the employee, and usually the employer, make payments into a fund that the employee manages

403(b) – an employer-sponsored retirement plan for nonprofit organizations in which the employee, and usually the employer, make payments into a fund that the employee manages

Annuity – a contract sold by an insurance company that provides the investor with a series of regular payments, usually after retirement

Beneficiary – a person or legal entity designated to receive a life insurance death benefit

Cash Value – the savings accumulated in a whole life insurance policy that you would receive if you cancelled your policy

Compound Interest – interest paid on the ever-increasing total of principal and interest

Contingent (Secondary) Beneficiary – the person or legal entity who receives the remaining death benefits upon survival of the policyholder and the primary beneficiary

Deferred Annuity – an annuity paid to the insured in the future, usually in retirement

Fixed Annuity – an annuity that pays a stable return based on current interest rates; also called a fixed rate of annuity

Individual Retirement Account (IRA) – a retirement savings that allows individuals to set aside money in a tax deferred account, subject to limitations

Insurable Interest – represents someone or something of value that, if lost, would cause financial harm to the insured, (includes family members and business partners who will experience some kind of loss)

Life Insurance – insurance that provides funds to the beneficiaries when the insured dies

Pension – the most traditional kind of retirement plan, in which the employee knows in advance how much of a benefit they will be paid

Simplified Employee Pension - Individual Retirement Account (SEP-IRA) – a retirement plan set up by employers to which only employers or self-employed individuals can contribute funds

Social Security – a federal insurance program providing aid to those who are eligible for benefits, including the retired, the disabled, or the widow/widower or child of someone deceased who is eligible for benefits

Tax-deferred – a term that describes investments on which earnings are not taxed until retirement

Term Life – an insurance policy that remains in effect for a specified period of time

Variable Annuity – an annuity that allows its purchaser to invest in stocks and bonds and manage the annuity based on changing tax needs

Vested – the designation for an employee who has earned the right to accumulated retirement benefits

Whole Life – permanent life insurance that remains in effect for the insured's life time and builds cash value

Standard 7.0 Insurance Careers, Ethics, and Rights and Responsibilities

Actuary - a person who compiles and analyzes statistics and uses them to calculate insurance risks and premiums

Agent – someone who legally represents the insurer, has the authority to act on the insurer's behalf, and can bind the principal by expressed powers, by implied powers, and by apparent authority

Broker – an agent who has ownership in the insurance agency and can make management decisions

Captive Agent – an agent who sells the products of only one insurance company

Claims Adjuster – person who settles claims; an agent, company adjuster, independent adjuster, adjustment bureau, or public adjuster

Ethics – moral principles that govern a person's or groups behavior

Field Representative - an individual employee working away from the head or home office in the territory served by his company

Independent Agent – an insurance agent who sells the products of different companies

Loss Control Specialist - working in support of the underwriting process, these individuals assess the individual or property to be insured, assessing the potential financial risk to which the provision of insurance will expose the firm

Risk Management Consultant - an expert hired for a project or retainer basis to help solve specific problems

Underwriter – a person who reviews and evaluates the eligibility and risk factors of insurance applicants

Common Core State Standards Grades 6-8

ELA Speaking and Listening Standards Grade 6

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL6.1**
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL6.1a**
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **SL6.1b**
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **SL6.1c**
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **SL6.1d**
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **SL6.2**
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. **SL6.3**
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **SL6.4**
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **SL6.5**

ELA Speaking and Listening Standards Grade 7

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. **SL7.1**
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL7.1a**
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **SL7.1b**
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **SL7.1c**
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views. **SL7.1d**
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **SL7.2**
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **SL7.3**
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **SL7.4**
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **SL7.5**

ELA Speaking and Listening Standards Grade 8

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL8.1**

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL8.1a**
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **SL8.1b**
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **SL8.1c**
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **SL8.1d**
- 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **SL8.2**
 - 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **SL8.3**
 - 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **SL8.4**
 - 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **SL8.5**

ELA Language Grade 6

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. **L6.4**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L6.4a**
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). **L6.4b**
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L6.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L6.4d**
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L6.6**

ELA Language Grade 7

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. **L7.4**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L7.4a**
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). **L7.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L7.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L7.4d**
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L7.6**

ELA Language Grade 8

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **L8.4**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L8.4a**
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). **L8.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L8.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L8.4d**
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L8.6**

Reading Standards for Literacy in Science and Technical Subjects Grades 6-8

1. Cite specific textual evidence to support analysis of science and technical texts. **R6-8.1**
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **R6-8.2**
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. **R6-8.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. **R6-8.4**
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **R6-8.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **R6-8.6**
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **R6-8.7**
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **R6-8.8**
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. **R6-8.9**
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. **R6-8.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8

1. Write arguments focused on discipline-specific content. **W6-8.1**
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically **W6-8.1a**
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. **W6-8.1b**
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **W6-8.1c**
 - d. Establish and maintain a formal style. **W6-8.1d**
 - e. Provide a concluding statement or section that follows from and supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **W6-8.2**

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **W6-8.2a**
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **W6-8.2b**
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **W6-8.2c**
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W6-8.2d**
- e. Establish and maintain a formal style and objective tone. **W6-8.2e**
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W6-8.2f**
3. Students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W6-8.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W6-8.4**
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **W6-8.5**
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **W6-8.6**
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W6-8.7**
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W6-8.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W6-8.9**
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W6-8.10**

Common Career and Technical Core Standards

Business Management and Administration Career Cluster

Business Management and Administration Career Cluster Standards

1. Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in business. **BM1**
2. Describe laws, rules, and regulations as they apply to effective business operations. **BM2**
3. Explore, develop, and apply strategies for ensuring a successful business career. **BM3**
4. Identify, demonstrate, and implement solutions in managing effective customer relationships. **BM4**
5. Implement systems, strategies, and techniques used to manage information in a business. **BM5**
6. Implement, monitor, and evaluate processes to ensure efficiency and quality results. **BM6**

Administrative Support Career Pathway (BM-ADM)

1. Plan, staff, lead, and organize human resources to enhance employee productivity and satisfaction. **BM-ADM1**

2. Access, evaluate and disseminate information for business decision making. **BM-ADM2**
3. Plan, monitor and manage day-to-day business activities. **BM-ADM3**

General Management Career Pathway (BM-MGT)

1. Describe and follow laws and regulations affecting business operations and transactions. **BM-MGT1**
2. Access, evaluate, and disseminate information for business decision making. **BM-MGT2**
3. Apply economic concepts fundamental to global business operations. **BM-MGT3**
4. Employ and manage techniques, strategies, and systems to enhance business relationships. **BM-MGT4**
5. Plan, monitor, and manage the use of financial resources to ensure a business' financial well-being. **BM-MGT5**
6. Plan, monitor, and manage day-to-day business functions activities to sustain continued business functioning. **BM-MGT6**
7. Plan, organize, and manage an organization/department to achieve business goals. **BM-MGT7**
8. Create strategic plans used to manage business growth, profit, and goals. **BM-MGT8**

Finance Career Cluster

Finance Career Cluster Standards (FN)

1. Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry. **FN1**
2. Utilize tools, strategies, and systems to plan, monitor, manage, and maintain the use of financial resources. **FN2**
3. Plan, staff, lead, and organize human resources in finance to enhance employee productivity and job satisfaction. **FN3**
4. Determine effective tools, techniques, and systems to communicate and deliver value to finance customers. **FN4**
5. Create and maintain positive, ongoing relationships with finance customers. **FN5**
6. Plan, monitor, and manage day-to-day activities to ensure effective and efficient finance operations. **FN6**
7. Implement safety, health, and environmental controls to ensure a safe and productive finance workplace. **FN7**
8. Describe and follow laws, regulations, and ethical standards that affect finance operations and transactions. **FN8**
9. Plan, manage, and maintain the use of financial resources to protect solvency. **FN9**
10. Plan, organize, and manage a finance organization/department. **FN10**
11. Plan, monitor, and manage day-to-day activities required to sustain continued business functioning. **FN11**
12. Access, evaluate, and disseminate financial information to enhance financial decision-making processes. **FN12**
13. Manage a financial product or service mix in order to respond to market opportunities. **FN13**
14. Employ financial risk-management strategies and techniques used to minimize business loss. **FN14**

Accounting Career Pathway (FN-ACT)

1. Describe and follow laws and regulations to manage accounting operations and transactions. **FN-ACT1**
2. Utilize accounting tools, strategies, and systems to plan, monitor, manage, and maintain the use of financial resources. **FN-ACT2**
3. Process, evaluate, and disseminate financial information to assist business decision making. **FN-ACT3**
4. Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop an accounting career. **FN-ACT4**

Banking Services Career Pathway (FN-BNK)

1. Describe and abide by laws and regulations in order to manage business operations and transactions in the banking services industry. **FN-BNK1**
2. Create and maintain positive, ongoing relationships with banking customers in order to enhance the organization's image. **FN-BNK2**
3. Manage the use of financial resources to enhance banking performance. **FN-BNK3**
4. Demonstrate the use of banking technology and equipment. **FN-BNK4**
5. Manage the day-to-day activities within a banking organization to ensure secure operations. **FN-BNK5**
6. Utilize career planning concepts, tools, and strategies to explore, obtain, and develop a career in banking services. **FN-BNK6**
7. Determine client needs and wants and respond through planned, personalized communication to influence purchase decisions and enhance future business opportunities in banking services. **FN-BNK7**

Business Finance Career Pathway (FN-BFN)

1. Describe and follow laws and regulations to manage business operations and transactions in corporate finance. **FN-BFN1**
2. Manage the use of financial resources to ensure business stability. **FN-BFN2**
3. Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop in a corporate finance career. **FN-BFN3**
4. Employ risk-management strategies and techniques in corporate finance to minimize business loss. **FN-BFN4**

Insurance Career Pathway (FN-INS)

1. Describe and follow laws and regulations to manage business operations and transactions in the insurance industry. **FN-INS1**
2. Plan, monitor, and manage day-to-day insurance organization activities. **FN-INS2**
3. Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop a career in insurance. **FN-INS3**
4. Demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients. **FN-INS4**
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future insurance business opportunities. **FN-INS5**

Securities and Investments Career Pathway (FN-SEC)

1. Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry. **FN-SEC1**
2. Manage the use of financial resources to perform key duties in the securities and investments industry. **FN-SEC2**
3. Plan, monitor, and manage day-to-day securities and investments operations. **FN-SEC3**
4. Utilize career-planning concepts, tools, and resources to explore, obtain, and/or develop in a securities and investments career. **FN-SEC4**
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities. **FN-SEC4**

Hospitality & Tourism Career Cluster**Hospitality & Tourism Career Cluster Standards (HT)**

1. Describe the key components of marketing and promoting hospitality and tourism products and services. **HT1**
2. Evaluate the nature and scope of the Hospitality and Tourism Career Cluster and the role of hospitality and tourism in society and the economy. **HT2**
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs. **HT3**
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. **HT4**
5. Identify potential (real and perceived) hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. **HT5**
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways. **HT6**

Travel and Tourism Career Pathway (HT-TT)

1. Apply information about time zones, seasons, and domestic and international maps to create or enhance travel. **HT-TT1**
2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance, and time (including travel time) factors. **HT-TT2**
3. Analyze cultural diversity factors to enhance travel planning. **HT-TT3**
4. Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health, and security measures for travelers. **HT-TT4**
5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff. **HT-TT5**
6. Use common travel and tourism terminology used to communicate within the industry. **HT-TT6**
7. Customize travel with diverse transportation, lodging, cruise, and food options. **HT-TT7**
8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers. **HT-TT8**
9. Identify the community elements necessary to maintain cooperative tourism development efforts. **HT-TT9**
10. Develop a travel product that matches customer needs, wants, and expectations. **HT-TT10**
11. Design promotional packages to effectively market travel and tourism. **HT-TT11**
12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience. **HT-TT12**

Information Technology Career Cluster**Information Technology Career Cluster Standards (IT)**

1. Demonstrate effective professional communication skills and practices that enable positive customer relationships. **IT1**

2. Use product or service design processes and guidelines to produce a quality information technology (IT) product or service. **IT2**
3. Demonstrate the effectiveness of cross-functional teams in achieving IT project goals. **IT3**
4. Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors. **IT4**
5. Explain the implications of IT on business transformation and development. **IT5**
6. Describe trends in emerging and evolving computer technologies and their influence on IT practices. **IT6**
7. Perform standard computer backup and restore procedures to protect IT information. **IT7**
8. Recognize and analyze potential IT security threats to develop and maintain security requirements. **IT8**
9. Describe quality assurance practices and methods employed in producing and providing quality IT products and services. **IT9**
10. Describe the use of computer forensics to prevent and solve information technology crimes and security breaches. **IT10**

Web and Digital Communications Career Pathway (IT-WD)

1. Analyze customer requirements to design and develop a Web or digital communication product. **IT-WD1**
2. Apply the design and development process to produce user-focused Web and digital communications solutions. **IT-WD2**
3. Write product specifications that define the scope of work aligned to customer requirements. **IT-WD3**
4. Demonstrate the effective use of tools for digital communication production, development, and project management. **IT-WD4**
5. Develop, administer, and maintain Web applications. **IT-WD5**
6. Design, create, and publish a digital communication product based on customer needs. **IT-WD6**
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics. **IT-WD7**
8. Implement quality assurance processes to deliver quality digital communication products and services. **IT-WD8**
9. Perform maintenance and customer support functions for digital communication products. **IT-WD9**
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web and digital communications. **IT-WD10**

Marketing Career Cluster

Marketing Career Cluster Standards (MK)

1. Describe the impact of economics, economics systems, and entrepreneurship on marketing. **MK1**
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan. **MK2**
3. Plan, monitor, manage, and maintain the use of financial resources for marketing activities. **MK3**
4. Plan, monitor, manage, and maintain the day-to-day activities required for continued marketing business operations. **MK4**
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. **MK5**
6. Select, monitor, and manage sales and distribution channels. **MK6**
7. Determine and adjust prices to maximize return while maintaining customer perception of value. **MK7**
8. Obtain, develop, maintain, and improve a product or service mix in response to market opportunities. **MK8**
9. Communicate information about products, services, images, and/or ideas to achieve a desired outcome. **MK9**
10. Use marketing strategies and processes to determine and meet client needs and wants. **MK10**

Marketing Management Career Pathway (MK-MGT)

1. Plan, organize, and lead marketing staff to achieve business goals. **MK-MGT1**
2. Plan, manage, and monitor day-to-day marketing management operations. **MK-MGT2**
3. Plan, manage, and organize to meet the requirements of the marketing plan. **MK-MGT3**
4. Access, evaluate, and disseminate information to aid in making marketing management decisions. **MK-MGT4**
5. Determine and adjust prices to maximize return and meet customers' perceptions of value. **MK-MGT5**
6. Obtain, develop, maintain, and improve a product or service mix in response to market opportunities. **MK-MGT6**
7. Communicate information about products, services, images, and/or ideas. **MK-MGT7**

Marketing Research Career Pathway (MK-RES)

1. Plan, organize, and manage day-to-day marketing research activities. **MK-RES1**
2. Design and conduct research activities to facilitate marketing business decisions. **MK-RES2**
3. Use information systems and tools to make marketing research decisions. **MK-RES3**

Common Career and Technical Core Career Ready Practices (CCTC CRP)

1. Act as a responsible and contributing citizen and employee. **CRP1**
2. Apply appropriate academic and technical skills. **CRP2**
3. Attend to personal health and financial well-being. **CRP3**
4. Communicate clearly, effectively, and with reason. **CRP4**
5. Consider the environmental, social, and economic impacts of decisions. **CRP5**
6. Demonstrate creativity and innovation. **CRP6**
7. Employ valid and reliable research strategies. **CRP7**
8. Utilize critical thinking to make sense of problems and persevere in solving them. **CRP8**
9. Model integrity, ethical leadership, and effective management. **CRP9**
10. Plan education and career path aligned to personal goals. **CRP10**
11. Use technology to enhance productivity. **CRP11**
12. Work productively in teams while using cultural/global competence. **CRP12**

National Standards for Business Education**Accounting***Accounting the Profession*

1. Understand the role that accountants play in business and society. **ACC1**
2. Describe career opportunities in the accounting profession. **ACC2**
3. Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career. **ACC3**

Financial Reports

4. Develop an understanding and working knowledge of an annual report and financial statements. **ACC4**

Financial Analysis

5. Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions. **ACC5**

Accounting Applications

6. Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. **ACC6**

Accounting Process

7. Complete the steps in the accounting cycle in order to prepare the financial statements. **ACC7**

Interpretation and Use of Data

8. Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decision. **ACC8**

Compliance

9. Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations. **ACC9**

Business Law*Basics of the Law*

1. Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law. **BL1**

Contract Law, Law of Sales, and Consumer Law

2. Analyze the relationships between contract law, law of sales, and consumer law. **BL2**

Agency and Employment

3. Analyze the role and importance of agency law, and employment law as they relate to the conduct of business in the national and international marketplaces. **BL3**

Business Organizations

4. Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace. **BL4**

Property Law

5. Explain the legal rules that apply to personal property, [and] real property and intellectual property. **BL5**

Negotiable Instruments, Secured Transactions, Bankruptcy

6. Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy. **BL6**

Computer Law

7. Explain how advances in computer technology impact such areas as intellectual property, contract law, criminal law, tort law, and international law. **BL7**
Environmental Law and Energy Regulation
8. Explain the legal rules that apply to environmental law and energy regulation. **BL8**
Family Law
9. Achievement Standard: Explain the legal rules that apply to marriage, divorce, and child custody. **BL9**
Wills and Trusts
10. Achievement Standard: Determine the appropriateness of wills and trusts in estate planning. **BL10**

Career Development

Self-Awareness

1. Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development. **CD1**

Career Research

2. Utilize career resources to develop a career information database that includes international career opportunities. **CD2**

Workplace Expectations

3. Relate the importance of workplace expectations to career development. **CD3**

Career Strategy

4. Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan. **CD4**

School-to-Career Transition

5. Develop strategies to make an effective transition from school to career. **CD5**

Lifelong Learning

6. Relate the importance of lifelong learning to career success. **CD6**

Communication

Foundations of Communication

1. Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels. **COM1**

Societal Communication

2. Apply basic social communication skills in personal and professional situations. **COM2**

Workplace Communication

3. Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies. **COM3**

Technological Communication

4. Use technology to enhance the effectiveness of communication. **COM4**

Computation

Mathematical Foundations

1. Apply basic mathematical operations to solve problems. **CMP1**

Number Relationships and Operations

2. Solve problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions. **CMP2**

Patterns, Functions, and Algebra

3. Use algebraic operations to solve problems. **CMP3**

Measurements

4. Use common international standards of measurement when solving problems. **CMP4**

Statistics and Probability

5. Analyze and interpret data using common statistical procedures. **CMP5**

Problem-Solving Applications

6. Achievement Standard: Use mathematical procedures to analyze and solve business problems. **CMP6**

Economic & Personal Finance

Allocation of Resources

1. Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources. **EPF1**

Economic Systems

2. Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system. **EPF2**

Economic Institutions and Incentives

3. Analyze the role of core economic institutions and incentives in the U.S. economy. **EPF3**

Markets and Prices

4. Analyze the role of markets and prices in the U.S. economy. **EPF4**

Market Structures

5. Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced. **EPF5**

Productivity

6. Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade. **EPF6**

The Role of Government

7. Analyze the role of government in economic systems, especially the role of government in the U.S. economy. **EPF7**

Global Economic Concepts

8. Examine the role of trade, protectionism, and monetary markets in the global economy. **EPF8**

Aggregate Supply and Aggregate Demand

9. Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity. **EPF9**

Personal Decision Making

10. Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers. **EPF10**

Earning and Reporting Income

11. Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. **EPF11**

Managing Finances and Budgeting

12. Develop and evaluate a spending/savings plan. **EPF12**

Saving and Investing

13. Evaluate savings and investment options to meet short- and long-term goals. **EPF13**

Buying Goods and Services

14. Apply a decision-making model to maximize consumer satisfaction when buying goods and services. **EPF14**

Banking and Financial Institutions

15. Evaluate services provided by financial deposit institutions to transfer funds. **EPF15**

Using Credit

16. Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. **EPF16**

Protecting Against Risk

17. Analyze choices available to consumers for protection against risk and financial loss. **EPF17**

Entrepreneurship

Entrepreneurs and Entrepreneurial Opportunities

1. Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics. **ENT1**

Marketing

2. Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market. **ENT2**

Economics

3. Apply economic concepts when making decisions for an entrepreneurial venture. **ENT3**

Finance

4. Use the financial concepts and tools needed by the entrepreneur in making business decisions. **ENT4**

Accounting

5. Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions. **ENT5**

Management

6. Develop a management plan for an entrepreneurial venture. **ENT6**

Global Markets

7. Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace. **ENT7**

Legal

8. Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures. **ENT8**

Business Plans

9. Develop a business plan. **ENT9**

Information Technology

Impact on Society

1. Assess the impact of information technology in a global society. **IT1**

Hardware

2. Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware. **IT2**

Operating Systems and Utilities

3. Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities. **IT3**

Input Technologies

4. Use various input technologies to enter and manipulate information appropriately. **IT4**

Productivity Software

5. Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. **IT5**

Interactive Media

6. Use multimedia software to create media rich projects. **IT6**

Web Development and Design

7. Design, develop, test, implement, update, and evaluate web solutions. **IT7**

Information Retrieval and Synthesis

8. Gather, evaluate, use, cite, and disseminate information from technology sources. **IT8**

Database Management Systems

9. Use, plan, develop, and maintain database management systems. **IT9**

Systems Analysis and Design

10. Analyze and design information systems using appropriate development tools. **IT10**

Programming and Application Development

11. Design, develop, test, and implement programs. **IT11**

Telecommunications and Networking Infrastructures

12. Develop the skills to design, deploy, and administer networks and telecommunications systems. **IT12**

Information Technology Planning and Acquisition

13. Plan the selection and acquisition of information technologies. **IT13**

Security, Privacy, and Risk Management

14. Design and implement security, privacy, and risk management policies and procedures for information technology. **IT14**

Ethical and Legal Issues

15. Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society. **IT15**

Technical Support and Training

16. Develop the technical and interpersonal skills and knowledge to train and support the user community. **IT16**

Information Technology and Business Functions

17. Describe the information technology components of business functions and explain their interrelationships. **IT17**

Information Technology Careers

18. Explore positions and career paths in information technology. **IT18**

International Business

Foundations of International Business

1. Explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels. **IB1**

The Global Business Environment

2. Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment. **IB2**

International Business Communication

3. Apply communication strategies necessary and appropriate for effective and profitable international business relations. **IB3**

Global Business Ethics and Social Responsibility

4. Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment. **IB4**

Organizational Structures for International Business Activities

5. Identify forms of business ownership and entrepreneurial opportunities available in international business. **IB5**

International Trade

6. Relate balance of trade concepts to the import/export process. **IB6**

International Management

7. Analyze special challenges in operations, human resources, and strategic management in international business. **IB7**

International Marketing

8. Apply marketing concepts to international business situations. **IB8**

International Finance

9. Explain the concepts, role, and importance of international finance and risk management. **IB9**

Management

Management Functions

1. Analyze the management functions and their implementation and integration within the business environment. **MGT1**

Management Theories

2. Analyze management theories and their application within the business environment. **MGT2**

Business Organization

3. Analyze the organization of a business. **MGT3**

Personal Management Skills

4. Develop personal management skills to function effectively and efficiently in a business environment. **MGT4**

Ethics and Social Responsibility

5. Examine the role of ethics and social responsibility in decision making. **MGT5**

Human Resource Management

6. Describe human resource functions and their importance to an organization's successful operation. **MGT6**

Organized Labor

7. Describe the role of organized labor and its influence on government and business. **MGT7**

Technology and Information Management

8. Utilize information and technology tools to conduct business effectively and efficiently. **MGT8**

Industry Analysis

9. Analyze a business organization's competitive position within the industry. **MGT9**

Financial Decision Making

10. Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions. **MGT10**

Operations Management

11. Apply operations management principles and procedures to the design of an operations plan. **MGT11**

Global Perspective

12. Examine the issues of corporate culture and managing in the global environment. **MGT12**

Marketing

Foundations of Marketing

1. Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. **MGT1**

Consumers and Their Behavior

2. Analyze the characteristics, motivations, and behaviors of consumers. **MKT2**

External Factors

3. Analyze the influence of external factors on marketing. **MKT3**

The Marketing Mix

4. Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. **MKT4**

Marketing Research

5. Analyze the role of marketing research in decision making. **MKT5**

The Marketing Plan

6. Describe the elements, design, and purposes of a marketing plan. **MKT6**