

Wisconsin's Model Academic Standards for Business

Activities Guide

Joan W. Loock and Bette Schmitt
Business Education Consultants



Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53293-0179
(800) 243-8782

Bulletin No. 00190

© March 2000 Wisconsin Department of Public Instruction

ISBN-1-57337-081-9

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.



Printed on
Recycled Paper

Contents of the Guide

	Page
Foreword	v
Acknowledgments	vii
Introduction	ix
A Communications	
Electronic Searching	2
Technical Writing	5
Communicate with Customers	8
Write a Code of Conduct	14
Orally Present Cultural Protocol	20
Communicating with Supervisors and Co-workers	23
B Information Systems/Technology	
Internet Cafeteria Plan Search	28
Prepare, Schedule and Send E-mail	32
Use a Ten-Key Pad	35
Develop a Spreadsheet	39
Image Processing	43
Import Text and Graphics	47
Photo Editing	50
Spreadsheet Data Entry	53
Surviving System Failure	60
Computer Programming Languages	63
Develop an Organizational Chart	67
Research Information Technology Careers	70
Purchase a Workstation	73
Import, Export, and Merge Data	79
Research Electronic Media Storage Systems	82
Design a Newsletter Using Desktop Publishing	85
Prepare a Multimedia Presentation	89
Computer Crime, Fraud, and Abuse	93
Ethics for Information Systems	96
The Information Technology Industry and Society	100
Develop Fax Usage Training	104
Send and Receive Voice Mail Messages	107
Sort and File Electronic Documents	110

C	Financial Procedures	
	Calculate Simple Interest	114
	Maintain a Checking Account	118
	Prepare a Budget	121
	Credit: Buy Now, Pay Later	125
	Invest It!	129
	Rent, Lease, or Purchase	132
	Tax Time	137
	Contrast Short- and Long-Term Investment Options	140
D	Economics	
	Supply and Demand	146
	Describe Impacts of National Debt	149
	Legislation's Effect on Consumer Product Prices	153
	Report on Economic Issues	156
	Roles in our Mixed Economy	159
	Describe Interest Rate Influences	162
E	Entrepreneurship	
	Characteristics of an Entrepreneur	166
	Job Shadowing Possibilities	169
	Promotion's Effects on Pricing and Demand	175
	Complete a Commercial Loan Application	178
	Addressing Personnel Needs	181
	Import and Export Impact	186
	Select a Franchise	190
	Respond to Unethical Behavior	193
	Business Plan Resources	196
	Present a Business Plan	199
	Business Cycle Report	203
	Compare Ways to Finance a Business Venture	206
F	Marketing	
	Defining the Role of Marketing	210
	Analyze Marketing Mix	214
	Marketing Regulations	217
	Market Research	220
	Buying Influences	227
	Analyze Promotional Mix	234
	Production Distribution	237
G	International Business	
	Research Domestic and International Businesses	242
	Locate Trade Regions	246
	Time Zones	250
	Produce International Business Careers Brochures	254
	Challenges with Languages	258
	Calculate Currency Exchange Transactions	262
	Requirements for Traveling Abroad	268

H	Principles of Management	
	Functions of Business	272
	Explain an Organizational Chart	275
	Research Career Choices	278
I	Principles of Law	
	Interpret a Court Case	282
	Lease an Apartment	285
	Interpret Credit Reports	288
	Invest an Inheritance	291
	Create a Job Description	294
J	Interpersonal and Leadership Skills	
	Interpersonal Skills	298
	Design a Stereotype or Discriminatory Behavior Role Play	302
	Interview a Foreign Exchange Student	305
	Nonverbal Communication in International Business	310
	Delegation Skills	313
	Define Ethics	317
	Practice Teamwork	320
	Consumer Trust Interview	323
K	Career Development	
	Prepare a Personal Career Portfolio	328
	Create a Career Map	333
	Employment Trends Presentation	339
	Demonstrate Work Habits	342
	Community Involvement	345
	Social and Ethical Standards	348
	Apply for a Job	352
	Participate in a Mock Interview	356

()

()

()

Acknowledgments

Many dedicated individuals contributed to this guide, and thanks are owed to all of them for their labor, persistence, patience, and expertise throughout the term in which it was conceptualized, drafted, revised, and produced for publication.

The members of the statewide committee that generated the initial ideas for this guide were appointed by State Superintendent John T. Benson in recognition of their knowledge of and interest in effective business education. The Department of Public Instruction gratefully acknowledges their professional commitment in producing an exciting, innovative activity guide. The committee included the following people.

Nancy Jappinen

Business Education Teacher
Oconomowoc High School

Annette O'Hern

Business Education Teacher
LaCrosse Logan High School

Kara Johnson

Business Education Teacher
Colfax High School

Judi Olson

Business Education Teacher
DC Everest High School
Schofield

Tammy Machovec

Business Education Teacher
Verona Area High School
Verona

Lisa Olson

Business Education Teacher
Hartford High School

Shayne Markee

Business Education Teacher
Northland Pines Middle School
Eagle River

Janice Schultz

Business Education Teacher
Marshfield High School

Wayne Morgenthaler

Business Education Teacher
Richland Center High School

Susan Sharkey

Business Education Teacher
Ripon High School

Shannon Murray

Business Education Teacher
Medford High School

Copyrighted Materials

Every effort has been made to ascertain proper ownership of copyrighted materials and to obtain permission for their use. Any omission is unintentional.

A Letter From the State Superintendent

The outlook for careers in business has never been brighter. The economic development of a state is dependent on how effectively its resources are used to provide a work force geared to meet the needs of business and industry. Therefore, it is imperative to educate all students for and about business, to instill in Wisconsin's youth and non-traditional students, the basic tenets of small business and entrepreneurship, and to mold a new kind of employee.

Wisconsin's Model Academic Standards for Business that were disseminated in 1998 have proved to be beneficial to educators as they structure the curriculum and to students as they prepare for further education and work. Now we have the classroom activities which will assist teachers in the delivery of the business standards. The scoring guides will also be excellent tools for the teacher to assess the students' achievements.

In closing, I want to commend the members of the task force who gave freely of their time to produce the activities in this document.

A handwritten signature in cursive script that reads "John T. Benson".

John T. Benson
State Superintendent

()

()

()

Introduction

Business activities are such an integral part of the day-to-day routine that most people do not realize the importance or scope of the American business enterprise. While business education's primary mission is to prepare students for business occupations and to teach students about business, **there is an even stronger need to educate all students for and about business, to instill in America's youth and non-traditional students, the basic tenets of small business and entrepreneurship, and to mold a new kind of employee.**

The business standards which were disseminated in 1998 are designed to develop students' comprehensive competence. They begin engaging elementary students in the excitement of the study of business and lead them progressively to higher levels of rigor in each succeeding level. At the completion of secondary school, students should be able to:

- Function as economically literate citizens through the development of personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operations.
- Demonstrate interpersonal team work and leadership skills necessary to function in multicultural business settings.
- Develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business careers.
- Select and apply the tools of technology as they relate to personal and business decision making.
- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Use accounting procedures to make decisions about planning, organizing, and allocating resources.
- Apply the principles of law in personal and business settings.
- Prepare to become entrepreneurs by drawing from their general understanding of all aspects of business.
- Understand the interrelationships of different functional areas of business and the impact of one component on another.
- Develop the ability to participate in business transactions in both the domestic and international arenas.
- Develop the ability to market the assets each individual has whether they be in the labor market or in the consumer goods market.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- Utilize analytical tools needed to understand and make reasoned decisions about economic issues—both personal and societal.

These standards have been cross-referenced to the standards for English language arts (LA), mathematics (M), and social studies (SS). Using the cross referencing, teachers of business education can demonstrate that students with a business background may increase their success on the high school graduation test.

During 1999, a group of educators met to develop activities designed to aid the instructor in delivering these standards. They were designed to answer the question, "How do I assist my students in achieving these competencies?" The activities were developed only for students completing grade 12 and were designed in the Wisconsin Instructional Design System (WIDS) format. Some may be for specific courses while others may be integrated in a variety of courses.

Content standards are followed by relevant activities; a scoring guide is provided for the activities within each content standard. The activities reflect state-of-the-art technology and concepts. However, they are only examples and should be used as a catalyst for instruction. Classroom instructors have found these activities beneficial to students as they teach concepts and values important to their school community.