





Everett Public Schools		
Business and Marketing III Framework		
Course: Business and Marketing III	Total Framework Hours up to: 180 Hours	
CIP Code: 521801	Date Last Modified: 12/03/2015	
Career Cluster: Marketing	Cluster Pathway: Management and Entrepreneurship	
COMPONENTS A	ND ACCECEMENTS	
	ND ASSESSMENTS	
Performance Assessments: Precision Exam: Retailing (School Store) 408 (pre-te teacher assessment) (SBE Research Standards)	st) and weekly Report, 6-week Evaluation (includes sell, peer, and	
Leadership Alignment:	DECA Alignment	
21st Century Skills Alignment	DECA School Based Enterprise	
Reason Effectively	BEO/ Collect Bassa Enterprise	
2.A.1: Use various types of reasoning as appropriate to the situation		
Use System Thinking		
2.B.1: Analyze how parts of a whole interact with each other to produce overall		
outcomes in complex systems		
Make Judgements and Decisions		
2.C.4: Reflect critically on learning experiences and processes		
Communicate Clearly		
3.A.3: Use communication for a range of purposes (e.g. to inform, instruct,		
motivate and persuade)		
Collaborate with Others		
3.B.3: Assume shared responsibility for collaborative work, and value the individual		
contributions made by each team member Adapt to Change		
7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts		
7.A.2: Work effectively in a climate of ambiguity and changing priorities		
Be Flexible		
7.B.1: Incorporate feedback effectively		
7.B.2: Deal positively with praise, setbacks and criticism		
Produce Results		
10.B.1.f : Collaborate and cooperate effectively with teams		
10.B.1.h: Be accountable for results	I Compatanciae	
Standards and Competencies		
Standard/Unit: Financial Analysis - Understand basic accounting practices and procedures used in retailing.		

Competencies

Total Learning Hours for Unit: 15

Precision Exam: Retailing (School Store) 408 (Standards 4 and 5) Standard 4: establishing policies and procedures.

Objective 3: Understand the basics of handling cash, maintaining the store, and

- 1. Describe procedures for handling cash and how to process checks and credit and debit transactions.
- 2. Explain procedures for maintaining the cash drawer.
- 3. Know proper store maintenance techniques.
- 4. Explain the purpose of operating policies and procedures.
- 5. Describe the information to be included in a store policy manual.

Standard 5:

Objective 1: Understand how to account for profits using basic accounting methods.

- 1. Describe basic financial records used by businesses.
- 2. Explain the uses of income statements and balance sheets.
- 3. Explain how to manage the cash flow of a business.
- 4 Identify computerized accounting systems and their purpose in a retail store

DECA School Based Enterprise Standards

Explain the nature of balance sheets.

Describe the nature of income statements.

Maintain financial records.

Prepare cash flow statements.

Demonstrate the wise use of credit.

Open/Close register/terminal.

4. Identity computerized accounting systems and their purpose in a retail store.			
Aligned Washington State Standards			
	English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects		
Reading Standards for Informational Text	6–12		
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		
Writing Standards6-12			
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.		
Speaking and Listening Standards 6-12			
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively		
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
	Mathematics		
Number and Quantities: Quantities	Reason quantitatively and use units to solve problems.		
	Define appropriate quantities for the purpose of descriptive modeling.*		
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*		

COMPONENTS AND ASSESSMENTS Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards) Leadership Alignment: **DECA Alignment** 21st Century Skills Alignment **DECA School Based Enterprise** Reason Effectively 2.A.1: Use various types of reasoning as appropriate to the situation Use System Thinking 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems Make Judgements and Decisions 2.C.4: Reflect critically on learning experiences and processes Communicate Clearly 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) Collaborate with Others 3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member Adapt to Change 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities Be Flexible 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism Produce Results 10.B.1.f: Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results Standards and Competencies Standard/Unit: Operations - Understand the mechanics of operating a retail store. **Total Learning Hours for Unit: 30** Competencies Precision Exam: Retailing (School Store) 408 DECA School Based Enterprise Standards Standard 4: Follow instructions for use of equipment, tools, and machinery. Objective 1: Understand how to prepare for opening day. Describe health and safety regulations in business. 1. Explain the importance of preparing for opening day. Explain routine security precautions. 2. Identify the steps needed to prepare for opening day. Objective 4: Understand the measures used in securing a retail store. 1. Explain security policies and safety precautions for a school-based enterprise. 2. Explain the role of equipment in store security and explain the role of employee supervision in store security. 3. Describe internal and external theft and how it is committed. Aligned Washington State Standards

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Reading Standards for Informational Text 6-12

Updated: 8/6/2025

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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	n management - Understand the marketing mix	k and strategies used in marketing rese	1
Competencies	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		Total Learning Hours for Unit: 10
Precision Exam: Retailing (School Store) 408 (Standard 2)		DECA School Based Enterprise Stan	
Standard 2: Objective 1: Know and understand ma	arket segmentation and target marketing	Scan marketplace to identify factors that could influence merchandising decisions. Analyze competitors' offerings.	
elements.	arket segmentation and target marketing	Assess trading area.	
Describe how to reach your target r	market.	Determine price sensitivity.	
2. Explain how to analyze your compe			
	e role of the marketing mix and research in a		
retail store. 1. Describe how the marketing mix is	used in making buying decisions		
2. Identify sources of information to he			
	Aligned Washingt	on State Standards	
	English Language Arts & Literacy in History/S	Social Studies, Science, and Technical Subject	cts
Reading Standards for Informational Text 6-	-12		
Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			
Writing Standards6-12			
	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
Production and Distribution of Writing	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.		
Speaking and Listening Standards 6-12			
1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively		teacher-led) with diverse partners on grades 11–12	
Comprehension and Collaboration	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
	Mathe	ematics	
Number and Quantities:	Reason quantitatively and use units to solve problems.		
Quantities	Define appropriate quantities for the purpose of descrip	otive modeling.*	

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

COMPONENTS AND ASSESSMENTS

Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)

Leadership Alignment:

21st Century Skills Alignment

Reason Effectively

2.A.1: Use various types of reasoning as appropriate to the situation

Use System Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgements and Decisions

2.C.4: Reflect critically on learning experiences and processes

Communicate Clearly

3.A.3: Use communication for a range of purposes (e.g. to inform, instruct,

motivate and persuade)

Collaborate with Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Adapt to Change

7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts

7.A.2: Work effectively in a climate of ambiguity and changing priorities

Be Flexible

7.B.1: Incorporate feedback effectively

7.B.2: Deal positively with praise, setbacks and criticism

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA School Based Enterprise

Standards and Competencies

Standard/Unit: Market Planning - Understand how to develop a business plan and prepare for personnel needs in a retail store.

Precision Exam: Retailing (School Store) 408 (Standard 1 and 3)

Standard 1:

Competencies

Objective 1: Know and understand the definitions of basic marketing terminology.

- 1. Define marketing, products, goods, and services.
- 2. Define retailing and merchandising.

Objective 2: Know and understand the seven functions of marketing.

- 1. Define each function of marketing.
- 2. Identify activities involved with each function.

Objective 3: Determine forms of economic utility created by marketing activities.

- 1. Explain the benefits of marketing.
- 2. Identify the five economic utilities.

DECA School Based Enterprise Standards

Profile target customer.

Determine market needs.

Determine customer demand for merchandise.

Total Learning Hours for Unit: 25

Objective 4: Know and understand the 1. Define the marketing concept.	e marketing concept.	
Standard 3: Objective 1: Know and understand the 1. Identify the elements of a business 2. Explain the organizational and mark 3. Identify the purpose of a financial p	plan. keting plan.	
	Aligned Washingto	on State Standards
		ocial Studies, Science, and Technical Subjects
Reading Standards for Informational Text 6-	-12	
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information as well as in words in order to address a question or sol	n presented in different media or formats (e.g., visually, quantitatively) ve a problem.
Writing Standards 6-12		
	Produce clear and coherent writing in which the deve expectations for writing types are defined in standards 1	opment, organization, and style are appropriate to task, purpose, and audience. (Grade-specific –3 above.)
Production and Distribution of Writing	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.	
Speaking and Listening Standards 6-12		
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Comprehension and Collaboration	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Mathematics		
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Standard/Unit: Product/Service Man	agement - understand the mechanics of opera		
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Competencies			Total Learning Hours for Unit: 15
Precision Exam: Retailing (School Store) 408 (Standard 4)		DECA School Based Enterprise Star	ndards
Standard 4:		Plan reductions (e.g., anticipated ma	rkdowns, employee/other discounts, stock
Objective 2: Understand how to make a retail store operational.		shortages).	
3. Identify the stock handling process	and the procedures for handling returns to	Determine stock turnover.	
vendors.		Plan merchandise assortment (e.g.,	styling, sizes, quantities, colors).
4. Explain the methods used for calcu		Choose vendors.	
5. Explain causes of shrink and ways to prevent it.		Identify components of a retail image).
	Aligned Washingt	ton State Standards	
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Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

Standards and Competencies

Standard/Unit: Pricing - Understand the mechanics of operating a retail store.

Precision Exam: Retailing (School Store) 408 (Standard 4)

Standard 4:

Objective 2: Understand how to make a retail store operational.

1. Identify types of merchandise and strategies for managing the merchandise mix.

DECA School Based Enterprise Standards

Determine cost of product (breakeven, ROI, markup).

Updated: 8/6/2025

Evaluate pricing decisions.

Describe pricing strategies.

2. Describe buying activities and ex	oplain strategies for pricing.	
	Aligned Washington State Standards	
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3.B.3: Assume shared responsibility for collaborative work, and value the individual

DECA Alignment

DECA School Based Enterprise

contributions made by each team member Adapt to Change 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities Be Flexible 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism Produce Results 10.B.1.f: Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results Standards and Competencies Standard/Unit: Distribution and Channel Management - Understand the mechanics of operating a retail store. Competencies **Total Learning Hours for Unit: 10** Precision Exam: Retailing (School Store) 408 (Standard 4) **DECA School Based Enterprise Standards** Standard 4: Complete inventory counts. Determine inventory shrinkage. Objective 2: Understand how to make a retail store operational. 3. Identify the stock handling process and the procedures for handling returns to Explain the relationship between customer service and distribution. vendors. Explain the receiving process. 4. Explain the methods used for calculating inventory. 5. Explain causes of shrink and ways to prevent it. Objective 4: Understand the measures used in securing a retail store. 1. Explain security policies and safety precautions for a school-based enterprise. 2. Explain the role of equipment in store security and explain the role of employee supervision in store security. 3. Describe internal and external theft and how it is committed. Aligned Washington State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Reading Standards for Informational Text 6-12 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) Integration of Knowledge and Ideas as well as in words in order to address a question or solve a problem. Writing Standards 6-12 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Production and Distribution of Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge. Speaking and Listening Standards 6-12 1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 Comprehension and Collaboration topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Mathematics		
	Reason quantitatively and use units to solve problems.	
Number and Quantities: Quantities	Define appropriate quantities for the purpose of descriptive modeling.*	
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*	

Performance Assessments: Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)

Leadership Alignment: 21st Century Skills Alignment

Reason Effectively

2.A.1: Use various types of reasoning as appropriate to the situation

Use System Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgements and Decisions

2.C.4: Reflect critically on learning experiences and processes

Communicate Clearly

3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Collaborate with Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Adapt to Change

7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts

7.A.2: Work effectively in a climate of ambiguity and changing priorities

Be Flexible

7.B.1: Incorporate feedback effectively

7.B.2: Deal positively with praise, setbacks and criticism

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results.

DECA Alignment

DECA School Based Enterprise

Standards and Competencies

Standard/Unit: Promotion - Students will understand the importance of promotion in a retail business.

Competencies Total Learning Hours for Unit: 25

Precision Exam: Retailing (School Store) 408 (Standard 6) Standard 6:

Objective 1: Understand the elements involved in promoting a business, including sales promotion, visual merchandising, advertising, and publicity.

1. Identify different types of sales promotions.

DECA School Based Enterprise Standards

Plan special events.

Plan promotional strategy.

Measure success of promotional efforts.

Explain the use of visual merchandising in retailing.

2. Explain the elements of a promot		Ose cross-merchandising techniques.	
3. Describe the components of visus4. Identify the stages involved in exe			
	he steps involved in developing an advertising		
plan.	the steps involved in developing an advertising		
6. Describe the different types of sp	ecial events and promotions.		
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	Aligned Washingt	on State Standards	
	English Language Arts & Literacy in History/S	ocial Studies, Science, and Technical Subjects	
Reading Standards for Informational Text	6–12		
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of informatio as well as in words in order to address a question or so	n presented in different media or formats (e.g., visually, quantitatively) lve a problem.	
Writing Standards 6-12			
Design of Distriction of Mailine	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
Production and Distribution of Writing	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.		
Speaking and Listening Standards 6-12			
	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively		
Comprehension and Collaboration	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
	Mathe	ematics	
	Reason quantitatively and use units to solve problems.		
Number and Quantities: Quantities	Define appropriate quantities for the purpose of descriptive modeling.*		
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*		
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assessment) (SBE Research Standa	3 ()	si) and weekly Report, 6-week Evaluation (includes sell, peer, and teacher	
Leadership Alignment:		DECA Alignment	
21st Century Skills Alignment		DECA School Based Enterprise	
Reason Effectively	an an annual de de de la companya de		
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Use System Thinking 2 B 1: Analyze how parts of a whole	interact with each other to produce overall		
outcomes in complex systems	morast with sach other to produce everall		
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Make Judgements and Decisions

2.C.4: Reflect critically on learning excommunicate Clearly 3.A.3: Use communication for a range motivate and persuade) Collaborate with Others 3.B.3: Assume shared responsibility for contributions made by each team member Adapt to Change 7.A.1: Adapt to varied roles, job responsil 7.A.2: Work effectively in a climate of amber Flexible 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setback Produce Results 10.B.1.f: Collaborate and cooperate effections.	e of purposes (e.g. to inform, instruct, ollaborative work, and value the individual resolution of the contexts biguity and changing priorities		
10.B. I.II. Be accountable for results	Standards and	d Competencies	
Standard/Unit: Selling - Understand	the mechanics of operating a retail store.	a Competencies	
Standard/Onit. Sening - Onderstand	the mechanics of operating a retail store.		
Competencies			Total Learning Hours for Unit: 25
Precision Exam: Retailing (School Sto	ore) 408 (Standard 4)	DECA School Based Enterprise Stan	ndards
Standard 4:	,	Establish relationship with customer/	client.
Objective 5: Understand the selling pr	ocess and the importance of customer	Process returns/exchanges.	
service.		Process sales documentation.	
Explain the function of selling and describe the steps in the selling process.		Determine customer/client needs.	
2. Know the types of services offered	by stores.	Demonstrate suggestion selling.	
3. Describe the benefits of providing of	customer services.		
	olicies and identify selling policies used by		
retailers.	, , ,		
	Aligned Washingt	ton State Standards	
	English Language Arts & Literacy in History/S	Social Studies, Science, and Technical Subject	cts
Reading Standards for Informational Text 6-	-12		
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		
Writing Standards 6-12			
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Production and Distribution of Writing	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.		
Speaking and Listening Standards 6-12	1		
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Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively		

	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Mathematics		
	Reason quantitatively and use units to solve problems.	
Number and Quantities: Quantities	Define appropriate quantities for the purpose of descriptive modeling.*	
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*	

COMPONENTS AND ASSESSMENTS			
Performance Assessments: Precision Exam: Retailing (School Store) 408 (post-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher			
assessment) (SBE Research Standards)			
Leadership Alignment:	DECA Alignment		
21st Century Skills Alignment	DECA School Based Enterprise		
Reason Effectively			
2.A.1: Use various types of reasoning as appropriate to the situation			
Use System Thinking			
2.B.1: Analyze how parts of a whole interact with each other to produce overall			
outcomes in complex systems			
Make Judgements and Decisions			
2.C.4: Reflect critically on learning experiences and processes			
Communicate Clearly			
3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate			
and persuade)			
Collaborate with Others			
3.B.3: Assume shared responsibility for collaborative work, and value the individual			
contributions made by each team member			
Adapt to Change			
7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts			
7.A.2: Work effectively in a climate of ambiguity and changing priorities			
Be Flexible			
7.B.1: Incorporate feedback effectively			
7.B.2: Deal positively with praise, setbacks and criticism			
Produce Results 10 R 1 f : Collaborate and cooperate effectively with teams			
10.B.1.f: Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results			
Standards and Compotoncies			

Standards and Competencies

Standard/Unit: Human Resource Management - Identify the role of managers and employees in a retail store and the skills needed to be successful.

Competencies	Total Learning Hours for Unit: 15
Precision Exam: Retailing (School Store) 408 (Standard 3 and 7)	DECA School Based Enterprise Standards
Standard 3:	Conduct product "show and tell."
Objective 2: Know and understand personnel needs for a retail store.	Conduct contests to motivate employees.
Explain the factors for determining personnel needs.	Hold special events for employees.
2. Know the procedures for creating a hiring plan.	Foster "right" environment for employees.
3. Identify criteria for hiring employees.	

Standard 7:

Objective 1: Understand the role of the manager and skills needed to operate effectively within a management team.

- 1. Describe the manager's role within the school-based enterprise.
- 2. Identify skills needed for management positions.
- 3. Describe training and educational opportunities for managers.
- 4. Explain different types of organizational structures.
- 5. Identify various management positions within an organization.

Objective 2: understand how to achieve employee success.

- 1. Describe how to keep proper documentation, practice job rotation, and involve employees in the decision-making process.
- 2. Explain various approaches to employee training.
- 3. Describe the purpose of performance evaluations.

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	Aligned Washington State Standards	
	English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
Reading Standards for Informational Text	t 6–12	
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
Writing Standards 6-12		
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
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Speaking and Listening Standards 6-12		
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Mathematics		
Number and Quantities: Quantities	Reason quantitatively and use units to solve problems.	
	Define appropriate quantities for the purpose of descriptive modeling.*	
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*	
21st Century Skills		
Check those that students will demo	onstrate in this course:	

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations	Information Literacy ⊠Access and /evaluate Information ☐Use and Manage Information	Flexibility and Adaptability ⊠Adapt to Change ⊠Be Flexible
Critical Thinking and Problem Solving ☐ Reason Effectively ☐ Use Systems Thinking ☐ Make Judgments and Decisions ☐ Solve Problems	Media Literacy Analyze Media Create Media Products Information, Communications and Technology (ICT Literacy)	Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-Directed Learners Social and Cross-Cultural
Communication and Collaboration Communicate Clearly Collaborate with Others	⊠Apply Technology Effectively	☐ Interact Effectively with Others ☐ Work Effectively in Diverse Teams Productivity and Accountability ☐ Manage Projects ☐ Produce Results
		Leadership and Responsibility ☐Guide and Lead Others ☐Be Responsible to Others