

# Competencies for Business Technology Teachers, Grades 4-12

**2014**

In addition to the Arkansas Teaching Standards, the teacher of Business Technology, Grades 4-12, shall demonstrate knowledge and competencies in the following areas:

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| <p><b>1. Accounting</b></p> <p>CCTC: FN-ACT 1-4</p>                               | <ul style="list-style-type: none"> <li>1.1 Ability to describe and follow laws and regulations to manage accounting operations and transactions (GAAP)</li> <li>1.2 Ability to utilize accounting tools, strategies, risk management, and systems to plan, monitor, manage, and maintain the use of financial resources</li> <li>1.3 Ability to process, evaluate, and disseminate financial information to assist business decision making in a personal and/or business environment</li> <li>1.4 Ability to demonstrate teamwork and leadership skills in utilizing career-planning concepts, tools, and strategies to explore, obtain and/or develop an accounting career</li> <li>1.5 Ability to demonstrate awareness of the legal and regulatory environment, with an emphasis on ethical responsibility</li> </ul> |
| <p><b>2. Communication and Career Development</b></p> <p>CCTC: BM 3, FN-ACT 4</p> | <ul style="list-style-type: none"> <li>2.1 Ability to assess personal skills, abilities, and aptitudes for making a good career choice</li> <li>2.2 Ability to use career resources to explore career opportunities in both domestic and international markets</li> <li>2.3 Ability to develop expectations for workplace related values such as strong work ethic, good working relationships, ability to succeed in culturally diverse environments, strong communication skills, continual skill improvement, and competence in career management</li> <li>2.4 Ability to manage the school-to-work transition, including job-search strategies and opportunities for personal and professional growth</li> </ul>  |
| <p><b>3. Economics</b></p> <p>CCTC: BM-MGT 3</p>                                  | <ul style="list-style-type: none"> <li>3.1 Ability to understand the allocation of resources: supply and demand, choice, opportunity cost, scarcity, factors, or production, etc.</li> <li>3.2 Ability to explain economic systems: free enterprise, market versus command economies, mixed economies (institutions and incentives)</li> <li>3.3 Ability to identify and compare market structures: monopolies, oligopolies, competition, the effect of the structures on pricing, and the quality of goods and services</li> <li>3.4 Ability to explain the role of government, consumers, and citizens: fiscal policies, taxation, monetary policies, banking regulations</li> <li>3.5 Ability to analyze economic indicators: growth, productivity, employment, and the business cycle</li> </ul>                      |
| <p><b>4. Finance</b></p>  | <ul style="list-style-type: none"> <li>4.1 Ability to utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry</li> </ul>   |

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| <p>CCTC: BM 1, FN 1-6, 14</p>  | <p>4.2 Ability to utilize tools, strategies, and systems to plan, monitor, manage, and maintain the use of financial resources</p> <p>4.3 Ability to create and maintain positive, ongoing relationships with finance customers</p> <p>4.4 Ability to plan, monitor, and manage day-to-day activities to ensure effective and efficient finance operations</p> <p>4.5 Ability to describe and follow laws, regulations, and ethical standards that affect finance operations and transactions</p> <p>4.6 Ability to plan, organize, and manage a finance organization/department</p> <p>4.7 Ability to plan, monitor, and manage day-to-day activities required to sustain continued business functioning</p> <p>4.8 Ability to access, evaluate, and disseminate financial information to enhance financial decision-making processes</p> <p>4.9 Ability to employ financial risk-management strategies and techniques used to minimize business loss</p> |
| <p><b>5. Entrepreneurship</b></p> <p>CCTC: BM-MGT 8</p>                | <p>5.1 Ability to recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities</p> <p>5.2 Ability to recognize that trends and social responsibilities can lead to entrepreneurial opportunity</p> <p>5.3 Ability to analyze how forms of business ownership, government, regulations, and legal regulations affect entrepreneurial ventures</p> <p>5.4 Ability to develop a business plan</p>  |
| <p><b>6. Information Technology</b></p> <p>CCTC: FN-BNK 4, BM-HR 6</p> | <p>6.1 Knowledge of operations and concepts: hardware, software, networking, operating environments, file management, security</p> <p>6.2 Knowledge of human factors: ergonomics, workflow, physical design/layout</p> <p>6.3 Knowledge of technology tools: communication (e.g., telecommunications, Internet, netiquette, ethical)</p> <p>6.4 Ability to research, use, plan, develop, and maintain data management systems</p> <p>6.5 Ability to demonstrate respectful, responsible, and ethical behavior in a digital world</p> <p>6.6 Knowledge of problem solving and decision making using applications (e.g., word processing, multimedia, spreadsheet, database, desktop publishing, Web design, programming, collaborative software)</p> <p>6.7 Ability to develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life</p>                         |

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| <p><b>7. Law and International Business</b></p> <p>CCTC: FN-BFN 1, FN-INS 1</p> | <p>7.1 Ability to raise awareness of the interrelatedness of one country’s political policies and economic practices on another</p> <p>7.2 Ability to understand foundations of international business: role and impact</p> <p>7.3 Ability to understand the international business environment: social, cultural, ethical, political, legal, and economic factors; and the impact of a country’s infrastructure</p> <p>7.4 Ability to explore basic concepts of Trade relations: imports and exports, trade barriers, trade agreements, and balance of trade</p> <p>7.5 Ability to compare and contrast contract law and consumer law</p> <p>7.6 Ability to explain the legal rules that apply to personal property, real property, and intellectual property</p> <p>7.7 Ability to explain how advances in computer technology impact areas, such as intellectual property and privacy/security</p> <p>7.8 Knowledge of the United States court system</p>  |
| <p><b>8. Marketing and Management</b></p>                                       | <p>8.1 Ability to describe the impact of economics, economics systems, and entrepreneurship on marketing and management</p> <p>8.2 Ability to implement marketing research to obtain and evaluate information for the creation of a marketing and management plan</p> <p>8.3 Ability to plan, monitor, and manage the day-to-day activities required for continued business operations</p> <p>8.4 Ability to select, monitor, and manage sales and distribution channels including logistics, inventory, and channel structure</p> <p>8.5 Ability to determine and adjust prices according to pricing strategies to maximize return while maintaining customer perception of value; understand role of pricing and pricing mathematics</p> <p>8.6 Ability to obtain, develop, maintain, and improve a product or service mix in response to market opportunities, understand product positioning and branding</p> <p>8.7 Ability to communicate information about product, services, and/or ideas to achieve a desired outcome (promotion, advertising, public relations, etc.)</p> <p>8.8 Ability to identify, demonstrate, and implement solutions in managing effective business customer relationships, human resources, and consumer behavior</p> <p>8.9 Ability to understand the role of selling and the selling process</p> |
| <p><b>9. Professional Business Education</b></p>                                | <p>9.1 Ability to identify and implement the action planning steps needed for an effective student organization</p>   |

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|   | <p>9.2 Ability to become familiar with the role of the student organization advisor</p> <p>9.3 Ability to create a professional growth and development plan</p> <p>9.4 Ability to explore opportunities for active participation in teacher organizations</p> <p>9.5 Ability to formulate an action plan for staying actively involved in the profession</p> <p>9.6 Ability to develop the awareness of career and technical legislation (e.g. Carl Perkins)</p> <p>9.7 Ability to identify and implement methods for creating an advisory committee</p> <p>9.8 Ability to develop a student recruitment plan</p> <p>9.9 Ability to discuss a variety of means of involving the business community in the program</p> <p>9.10 Ability to become familiar with the mission and objectives of the business education program</p> <p>9.11 Ability to develop strategies for implementing work-based learning activities to include: School-based enterprises, Internships, Mentorship, Cooperative education, and Job shadowing</p>  |
| <p><b>10. Disciplinary Literacy</b></p> <p>CCSS-ELA</p> | <p><u>Reading in Science and Technical Subjects, Grades 4-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades 4-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>10.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>10.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>10.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>10.4 Determining 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 4-12 text and topics. Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> |

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|  | <p>10.5 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>10.6 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>10.7 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>10.8 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>10.9 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 4-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 4-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 4-12 will be demonstrated by</p> <p>10.10 Writing arguments focused on discipline-specific content by</p> <ol style="list-style-type: none"> <li>a. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</li> <li>b. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Providing a concluding statement or section that follows</li> </ol> |
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|  | <p>from or supports the argument presented</p> <p>10.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by</p> <ol style="list-style-type: none"> <li>a. Introducing a topic and organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>b. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</li> <li>c. Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts</li> <li>d. Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</li> <li>e. Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)</li> </ol> <p>10.12 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>10.13 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>10.14 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>10.15 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</p> |
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|  | <p>demonstrating understanding of the subject under investigation</p> <p>10.16 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessing the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation</p> <p>10.17 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>10.18 Writing 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</p> |
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