

Competencies for Business Technology Teachers, Grades 4-12

2023

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

<p>1. Accounting <i>NBEA: Standard 1</i> <i>Praxis(5101): Section 1</i></p>	<p>1.1 Understands the role that accountants play in business and society</p> <p>1.2 Describes the career opportunities in the accounting profession</p> <p>1.3 Demonstrates the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career</p> <p>1.4 Identifies and describes generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements</p> <p>1.5 Completes the steps in the accounting cycle in order to prepare the financial statements</p> <p>1.6 Develops an understanding and working knowledge of an annual report and financial statements</p> <p>1.7 Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions</p> <p>1.8 Uses planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions</p> <p>1.9 Develops a working knowledge of individual income tax procedures and requirements to comply with tax laws</p> <p>1.10 Distinguishes between generally accepted accounting principles and income tax law</p>
<p>2. Business Law <i>NBEA: Standard 2</i> <i>Praxis(5101): Section 6</i></p>	<p>2.1 Analyzes 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</p> <p>2.2 Analyze the relationships between contract law, law of sales, and consumer law</p> <p>2.3 Analyzes the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces</p> <p>2.4 Describes the major types of business organizations operations operating within the socioeconomic arena of the national and international marketplace</p> <p>2.5 Explains the legal rules that apply to personal property and real property</p> <p>2.6 Analyzes the functions of negotiable instruments, insurance, secured transactions, and bankruptcy</p> <p>2.7 Explains how advances in computer technology impact such areas as property law, contract law, criminal law, and international law</p>

Competencies for Business Technology Teachers, Grades 4-12

2023

	<p>2.8 Explains the legal rules that apply to the environment and energy regulation</p> <p>2.9 Explain the legal rules that apply to marriage, divorce, and child custody</p> <p>2.10 Determines the appropriateness of wills and trusts in estate planning</p>
<p>3. Career Development <i>NBEA: Standard 3</i> <i>Praxis(5101): Section 2</i></p>	<p>3.1 Assesses personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development</p> <p>3.2 Utilizes career resources to develop a career information database that includes international career opportunities</p> <p>3.3 Relates the importance of workplace expectations to career development</p> <p>3.4 Applies knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan</p> <p>3.5 Develops strategies to make an effective transition from school to career</p> <p>3.6 Relates the importance of lifelong learning to career success</p>
<p>4. Communication <i>NBEA: Standard 4</i> <i>Praxis(5101): Section 2</i></p>	<p>4.1 Communicates in a clear, courteous, concise, and correct manner on personal and professional levels</p> <p>4.2 Applies basic social communication skills in personal and professional situations</p> <p>4.3 Uses technology to enhance the effectiveness of communication</p> <p>4.4 Integrates all forms of communication in the successful pursuit of employment</p> <p>4.5 Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies</p>
<p>5. Computation <i>NBEA: Standard 5</i></p>	<p>5.1 Applies basic mathematical operations to solve problems</p> <p>5.2 Solves problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions</p> <p>5.3 Uses algebraic operations to solve problems</p> <p>5.4 Uses common international standards of measurement when solving problems</p> <p>5.5 Analyzes and interprets data using common statistical procedures</p> <p>5.6 Uses mathematical procedures to analyze and solve business problems</p>
<p>6. Economics <i>NBEA: Standard 6</i> <i>Praxis(5101): Section 3</i></p>	<p>6.1 Assesses opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.</p> <p>6.2 Explains why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system</p> <p>6.3 Analyzes the role of core economic institutions and incentives in the U.S. economy</p> <p>6.4 Analyzes the role of markets and prices in the U.S. economy</p>

	<p>6.5 Analyzes the different types of market structures and the effect they have on the price and the quality of the goods and services produced</p> <p>6.6 Explains the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity</p> <p>6.7 Analyzes the role of government in economic systems, especially the role of government in the U.S. economy</p> <p>6.8 Examines the role of trade, protectionism, and monetary markets in the global economy</p> <p>6.9 Analyzes how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity</p> <p>6.10 Uses a rational decision-making process as it applies to the roles of citizens, workers, and consumers</p> <p>6.11 Identifies various forms of income and analyze factors that affect income as a part of the career decision-making process</p> <p>6.12 Develops and evaluates a spending/savings plan</p> <p>6.13 Evaluates savings and investment options to meet short- and long-term goals</p> <p>6.14 Applies a decision-making model to maximize consumer satisfaction when buying goods and services</p> <p>6.15 Evaluates services provided by financial deposit institutions to transfer funds</p> <p>6.16 Analyzes factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit</p> <p>6.17 Analyzes choices available to consumers for protection against risk and financial loss</p>
<p>7. Personal Finance <i>NBEA: Standard 6</i> <i>Praxis(5101): Section 1</i></p>	<p>7.1 Uses a rational decision-making process as it applies to the roles of citizens, workers, and consumers</p> <p>7.2 Identifies various forms of income and analyze factors that affect income as a part of the career decision-making process</p> <p>7.3 Develops and evaluates a spending/savings plan</p> <p>7.4 Evaluates savings and investment options to meet short- and long-term goals</p> <p>7.5 Applies a decision-making model to maximize consumer satisfaction when buying goods and services</p> <p>7.6 Evaluates services provided by financial deposit institutions to transfer funds</p> <p>7.7 Analyzes factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit</p> <p>7.8 Analyzes choices available to consumers for protection against risk and financial loss</p>

Competencies for Business Technology Teachers, Grades 4-12

2023

<p>8. Entrepreneurship <i>NBEA: Standard 8</i> <i>Praxis(5101): Section 4</i></p>	<p>8.1 Recognizes that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics</p> <p>8.2 Applies economic concepts when making decisions for an entrepreneurial venture</p> <p>8.3 Uses the financial competencies needed by an entrepreneur</p> <p>8.4 Recognizes that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions</p> <p>8.5 Develops a management plan for an entrepreneurial venture</p> <p>8.6 Analyzes the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace</p> <p>8.7 Analyzes how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures</p> <p>8.8 Develops a business plan</p>
<p>9. Information and Technology <i>NBEA: Standard 9</i> <i>Praxis(5101): Section 6</i></p>	<p>9.1 Assesses the impact of information technology on society</p> <p>9.2 Describes current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware</p> <p>9.3 Identifies, evaluates, selects, installs, uses, upgrades, customizes, and diagnoses and solves problems with various types of operating systems and utilities</p> <p>9.4 Uses various input technologies to research, enter, and manipulate information appropriately</p> <p>9.5 Identifies, evaluates, selects, installs, uses, upgrades, and customizes productivity software; diagnoses and solves software problems</p> <p>9.6 Uses multimedia software to create media rich projects</p> <p>9.7 Uses input technologies appropriately to enter and manipulate text and data</p> <p>9.8 Gathers, evaluates, uses, and cites information from information technology sources</p> <p>9.9 Uses, plans, develops, and maintains database management systems</p> <p>9.10 Designs, develops, tests, and implements programs</p> <p>9.11 Analyzes and designs information systems using appropriate development tools</p> <p>9.12 Develops the skills to design, deploy, and administer networks and communications systems</p> <p>9.13 Uses, evaluates, and deploys communications and networking applications</p> <p>9.14 Plans the selection and acquisition of information technologies</p> <p>9.15 Develops the technical and interpersonal skills and knowledge to support the user community</p> <p>9.16 Designs and implements risk management policies and procedures for information technology</p>

Competencies for Business Technology Teachers, Grades 4-12

2023

	<p>9.17 Describes, analyzes, develops, and follow policies for managing privacy and ethical issues in organizations in a technology-based society</p> <p>9.18 Describes positions and career paths in information technology</p>
<p>10. International Business <i>NBEA: Standard 10</i> <i>Praxis(5101): Section 6</i></p>	<p>10.1 Explains the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels)</p> <p>10.2 Describes the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment</p> <p>10.3 Applies communication strategies necessary and appropriate for effective and profitable international business relations</p> <p>10.4 Identifies forms of business ownership and entrepreneurial opportunities available in international business</p> <p>10.5 Relates balance of trade concepts to the import/export process</p> <p>10.6 Analyzes special challenges in operations and human resource management in international business</p> <p>10.7 Applies marketing concepts to international business situations</p> <p>10.8 Explains the concepts, role, and importance of international finance and risk management</p>
<p>11. Management <i>NBEA: Standard 11</i> <i>Praxis(5101): Section 7</i></p>	<p>11.1 Analyzes the management functions and their implementation and integration within the business environment</p> <p>11.2 Analyzes management theories and their application within the business environment</p> <p>11.3 Analyzes the organization of a business</p> <p>11.4 Develops personal management skills to function effectively and efficiently in a business environment</p> <p>11.5 Examines the role of ethics and social responsibility in decision making</p> <p>11.6 Describes human resource functions and their importance to an organization's successful operation</p> <p>11.7 Describes the role of organized labor and its influence on government and business</p> <p>11.8 Utilizes information and technology tools to conduct business effectively and efficiently</p> <p>11.9 Analyzes a business organization's competitive position within the industry</p> <p>11.10 Analyzes financial data influenced by internal and external factors in order to make short-term and long-term decisions</p> <p>11.11 Applies operations management principles and procedures to the design of an operations plan</p> <p>11.12 Examines the issues of managing in the global environment</p>

Competencies for Business Technology Teachers, Grades 4-12

2023

<p>12. Marketing <i>NBEA: Standard 12</i> <i>Praxis(5101): Section 7</i></p>	<p>12.1 Recognizes the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society</p> <p>12.2 Analyzes the characteristics, motivations, and behaviors of consumers</p> <p>12.3 Analyzes the influence of external factors on marketing</p> <p>12.4 Analyzes the elements of the marketing mix, their interrelationships, and how they are used in the marketing process</p> <p>12.5 Analyze the role of marketing research in decision makings</p> <p>12.6 Describes the elements, design, and purposes of a marketing plan</p>
<p>13. Professional Business Education <i>Praxis(5101): Section 8</i></p>	<p>13.1 Understands the role of professional business education organizations (e.g., student organizations [FBLA & DECA] and the role of the advisor; teacher organizations and the importance of staying actively involved in the profession)</p> <p>13.2 Knows career and technical education legislation (e.g., Carl Perkins)</p> <p>13.3 Understands school and community relationships (e.g., advisory committees, student recruitment, and involvement of the business community.</p> <p>13.4 Knows and applies the mission and objectives of the business technology education program</p> <p>13.5 Displays a firm understanding and application of pedagogy</p> <p>13.6 Understands and provides work-based learning opportunities (e.g., school-based enterprises, internships, mentorship, cooperative education, and job shadowing)</p>
<p>14. Computing Concepts <i>AR CSS K-8</i></p>	<p>14.1 Demonstrates understanding of computational thinking and problem solving</p> <ul style="list-style-type: none"> • Analyzes problem solving strategies • Analyzes connections between elements of mathematics and computer science • Solves problems cooperatively and collaboratively <p>14.2 Demonstrates understanding of data and information</p> <ul style="list-style-type: none"> • Analyzes problem solving strategies • Analyzes connections between elements of mathematics and computer science • Solves problems cooperatively and collaboratively <p>14.3 Demonstrate an understanding of algorithms and computer programs</p> <ul style="list-style-type: none"> • Creates, evaluates, and modifies algorithms • Creates computer programs to solve programs <p>14.4 Demonstrate understanding of computers and communications</p> <ul style="list-style-type: none"> • Analyzes the utilization of computers • Utilizes appropriate digital tools for various applications • Analyzes various components and functions of computers

Competencies for Business Technology Teachers, Grades 4-12

2023

	14.5 Demonstrates understanding of community, global, and ethical impacts by analyzing appropriate uses of technology
<p>15. Disciplinary Literacy <i>ARDLS</i></p>	<p style="text-align: center;"><u>Arkansas English Language Arts Standards Grades K-5</u></p> <p style="text-align: center;"><u>[Anchor Standards for Reading]</u></p> <p>15.1 Reads closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>15.2 Determines central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>15.3 Analyzes how and why individuals, events, and ideas develop and interact over the course of a text</p> <p>15.4 Interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone</p> <p>15.5 Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole</p> <p>15.6 Assesses how point of view, perspective, and/or purpose shapes the content and style of a text</p> <p>15.7 Integrates and evaluate content presented in diverse media and formats</p> <p>15.8 Analyzes and evaluates the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p> <p>15.9 Analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s)</p> <p>15.10 Reads and comprehends complex literary and informational texts independently and proficiently</p> <p style="text-align: center;"><u>[Anchor Standards for Writing]</u></p> <p>15.11 Writes arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence</p> <p>15.12 Writes informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>15.13 Writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</p> <p>15.14 Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>15.15 Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>15.16 Uses technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p>

15.17 Conducts short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

15.18 Gathers relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

15.19 Draws evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis

15.20 Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Reading Standards for Literacy in Science and Technical Subjects.

Grades 6-12

15.21 Reads science/technical texts closely to determine what the text says explicitly and to make logical inferences from it, while determining central ideas or themes and analyzing development by

- Cites specific textual evidence to support analysis of primary and secondary sources [Grades 6-8]; cites specific textual evidence to support analysis of science and technical sources, attending to such features as the date and origin of the information [Grades 9-10]; and cites 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 [Grades 11-12]
- Determines the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions [Grades 6-8]; determines the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text [Grades 9-10]; and determines 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 [Grades 11-12]
- Follows precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks [Grades 6-8]; follows precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text [Grades 9-10]; and follows precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text [Grades 11-12]

15.22 Interprets words and phrases as they are used in a historical/social studies texts, while analyzing the structure of such texts by

- 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 grade-specific texts and topics [Grades 6-12]
- Analyzes 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 [Grades 6-8]; analyze the structure of the relationships among concepts in

a text, including relationships among key terms [Grades 9-10]; and analyzes how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas [Grades 11-12]

- Analyzes the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text [Grades 6-8]; analyzes the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address [Grades 9-10]; and analyzes the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved [Grades 11-12]

15.23 Integrates knowledge and ideas by

- 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, table) [Grades 6-8]; translates quantitative or technical information expressed in words in a text into visual form (e.g., a table chart) and translate information expressed visually or mathematically (e.g., in an equation) into words [Grades 9-10]; and integrates and evaluate 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 [Grades 11-12]
- Distinguishes among fact, opinion, and reasoned judgement based on research findings, and speculation in a text [Grades 6-8]; assesses the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem [Grades 9-10]; and evaluates 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 [Grades 11-12]
- Compares and contrasts the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic [Grades 6-8]; compares and contrasts findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts [Grades 9-10]; and synthesizes 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 [Grades 11-12]

15.24 By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently; by the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently; and by the end of Grade 12, read and comprehend science/technical texts in the Grades 11-12 text complexity band independently and proficiently

Writing Standards for Literacy in Science and Technical Subjects, Grade 6-12

15.25 Writes arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence; writes informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective; and writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences

- Write arguments focused on discipline-specific content
- Introduces 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 [Grades 6-8]; introduces precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence [Grades 9-10]; and introduces precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence [Grades 11-12]
- Supports claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources [Grades 6-8]; develops claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns [Grades 9-10]; and develops 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 [Grades 11-12]
- Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence [Grades 6-8]; uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims [Grades 9-10]; and uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims [Grades 11-12]

15.26 Produces and distributes writing

- Establishes and maintains a formal style [Grades 6-8]; establishes and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [Grades 9-10]; and establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [Grades 11-12]
- Provide a concluding statement or section that follows from or supports the argument presented [Grades 6-12]
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes [Grades 6-12]

	<ul style="list-style-type: none"> • Introduces 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 [Grades 6-8]; introduces a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension [Grades 9-10]; and introduces a topic and organize 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 [Grades 11-12] • Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples [Grades 6-8]; develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic [Grades 9-10]; and develops 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 [Grades 11-12] <p>15.27 Uses research to build and present knowledge:</p> <ul style="list-style-type: none"> • Conducts 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 [Grades 6-12] • Gathers relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; quoting or paraphrasing the data and conclusions of other while avoiding plagiarism and following a standard format for citation [Grades 6-12] • Draws evidence from information to support analysis, reflection, and research [Grades 6-12] <p>15.28 Writes 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 [Grades 6-12]</p>
<p>16. DESE GUIDE For Life <i>GUIDE for Life</i></p>	<p><u>GUIDE for Life</u></p> <p><i>The Arkansas Department of Education has identified five guiding principles that support educators, business leaders, communities and students in their efforts to help all Arkansans develop these critical skills. Each principle represents a set of skills needed to thrive at home, school, on the job and in the community. These guiding principles are:</i></p> <p>16.1 Growth (manage yourself)</p> <ul style="list-style-type: none"> • Develops problem-solving • Practices mindfulness • Perseveres

Competencies for Business Technology Teachers, Grades 4-12

2023

16.2 Understanding (know yourself)

- Increase self-awareness
- Knows your strengths and weaknesses
- Develop critical thinking skills

16.3 Interaction (build relationships)

- Consider personal beliefs
- Think through potential consequences
- Put your best self forward

16.4 Decisions (make responsible choices)

- Consider personal beliefs
- Think through potential consequences
- Put your best self forward

16.5 Empathy (be aware of others)

- See other perspectives
- Value the feelings of others
- Appreciate diversity