

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
A	Communication					
A1	Use verbal and non- verbal communication skills	Utilize effective non-verbal language	Communication Skills- Apply verbal skills to obtain and convey information.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; Apply basic communication skills in personal and professional situations Com 1A, all levels	STATE GOAL 4: Listen and speak effectively in a variety of situations. 4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive). SEL: 2C. Use communication and social skills to interact effectively with others. & 2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	Eng: Conventions of Usage: 13-15 Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives
A2	Communicate effectively		Communication Skills- Communicate with staff to clarify workplace objectives.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; Apply basic communication skills in personal and professional situations Com 1A, all levels	STATE GOAL 1: Read with understanding and fluency. STATE GOAL 3: Write to communicate for a variety of purposes. STATE GOAL 4: Listen and speak effectively in a variety of situations. SEL: 2C. Use communication and social skills to interact effectively with others. & 2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	Reading: Sequential, Comparative, and Cause-Effect Relationships: 20-23 Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages
A3	Use proper grammar, spelling and punctuation	Proofread and Edit	Communication Skills- Edit and revise written work consistent with professional standards	Communicate in a clear, courteous, concise and correct manner on personal and professional levels. Com 1C, all levels	3A5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences	Writing: Using Language: 9-10 Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding using some precise and varied vocabulary using several kinds of sentence structures to vary pace and to support meaning

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
A4	Compose professional correspondence (email, letters, etc)	Write clearly and concisely	Communication Skills- Write internal and external business correspondence to convey and obtain information effectively.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; Apply basic communication skills in personal and professional situations COM 1C, levels 1, 2, 3	3C5b Write for real or potentially real situations in academic, professional and civic contexts (e.g. applications, job applications, business letters, resume, petitions.) SEL: 2C. Use communication and social skills to interact effectively with others	Eng: Organize, Unity and Coherence: 28-32 Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Rearrange sentences to improve the logic and coherence of a complex paragraph Add a sentence to introduce or conclude a fairly complex paragraph
A5	Use business communications		Emotional Intelligence - Use communication skills to foster open, honest communications.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels. Com 1 A, B, C, D, all levels	3C5b Write for real or potentially real situations in academic, professional and civic contexts (e.g. applications, job applications, business letters, resume, petitions.) SEL: 2C. Use communication and social skills to interact effectively with others	Reading: Main Ideas: 24-27: Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages
A6	Follow instructions and directions		Communication Skills - Apply written directions to achieve tasks. Follow oral directions.	Relate the importance of workplace expectations to career development. COM 1D Level 1; Level 1D, level 2 Listen attentively for the purpose of taking accurate notes or completing forms.	4.A.4c Follow complex oral instructions. SEL: 2C.4b. Evaluate one's contribution in groups as a member and leader.	Reading: Main Ideas: 16-19 Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
Developed by the Business Education Learning Community of Districts 211, 214, 220
2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
A7	Use technical reading and writing	Read with comprehension	Communication Skills-Read to acquire meaning from written material and to apply the information to a task.	Gather, evaluate, use, and cite information from information technology sources. IT 7:	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	Reading; Supporting Details: 16-19 Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage
A8	Use proper telephone skills and etiquette	Practice good business etiquette	Communication Skills - Apply active listening skills to demonstrate understanding of what is being said. Explain communication techniques that support and encourage a speaker. Apply verbal skills to obtain and convey information.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels. COM 3 Level 1: Use the telephone to receive and place calls. Project a positive first impression over the telephone.	STATE GOAL 4: Listen and speak effectively in a variety of situations. SEL: 2C. Use communication and social skills to interact effectively with others	ACT Standards are for Reading, Writing, Math, and Science only
A9	Research current trends	Keep current with business news and trends, geo political & current events/ public affairs	Economics - Understand economic indications to recognize economic trends and conditions.	Explain why societies develop economic systems, identify the basic features of different economic systems and analyze the major features of the US economic system; ECON 2, all levels	5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	Reading; Generalizations and Conclusions: 28-32 Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
A10	Read with comprehension	Read with comprehension	Information Management - Acquire information to guide business decision making.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels. COM 3, level 1	STATE GOAL 1: Read with understanding and fluency. 1C. Comprehend a broad range of reading materials.	Reading; Sequential, Comparative, and Cause-Effect Relationships: 13-15 Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
A11	Listen effectively	Listen effectively	Communication Skills- Apply active listening skills to demonstrate understanding of what is being said. Customer Relations - Resolve conflicts with/for customers to encourage repeat business.	COM 1,Level 1D, Listen for meaning	4A. A. Listen effectively in formal and informal situations. 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews). 4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages). SEL: 2C. Use communication and social skills to interact effectively with others	ACT Standards are for Reading, Writing, Math, and Science only
A12	Speak effectively and clearly	Speak effectively and clearly	Communication Skills- Apply verbal skills to obtain and convey information. Customer Relations - Resolve conflicts with/for customers to encourage repeat business.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; Apply basic communication skills in personal and professional situations COM 1, levels 1-3	4B5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/ industry, local organizations) using appropriate visual aids and available technology. SEL: 2C. Use communication and social skills to interact effectively with others	ACT Standards are for Reading, Writing, Math, and Science only
A13	Develop effective presentation aides	Use presentation software	Communication Skills - Select and use appropriate graphic aids.	Use technology to enhance the effectiveness of communication	Technology Benchmarks (English/LA): Using available technology, produce compositions and multimedia works for specific audiences. SEL: 2C. Use communication and social skills to interact effectively with others	No ACT standards regarding presentation aides.

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
A14	Present an effective presentations	Use presentation software	Communication Skills - Apply verbal skills to obtain and convey information. Make oral presentations.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; Apply basic communication skills in personal and professional situations COM 1: Levels 1, 2, and 3 COM 3	4B5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/ industry, local organizations) using appropriate visual aids and available technology. 5C5a using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats. SEL: 2C. Use communication and social skills to interact effectively with others	Reading: Generalizations and Conclusions: 20-23 Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages
B	Interpersonal Skills					
B1	Work effectively in a team	Work effectively in teams	Emotional Intelligence - Foster self-understanding to recognize the impact of personal feelings on others. Implement teamwork techniques to accomplish goals.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; Apply basic communication skills in personal and professional situations; Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies COM 1: A-D, all levels	21B5 Demonstrate when to lead and when to be supportive to accomplish group goals. SEL: 2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. 2C.5b. Plan, implement, and evaluate participation in a group project. 2C.4b. Evaluate one's contribution in groups as a member and leader.	ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
B2	Take initiative	Turn a creative idea (vision) into an action proposal	Emotional Intelligence - Develop personal traits to foster career advancement.	Relate the importance of workplace expectations to career development. CAREER DEV 3, A-G		ACT Standards are for Reading, Writing, Math, and Science only
B3	Take responsibility	Take responsibility for outcomes	Emotional Intelligence - Apply ethics to demonstrate trustworthiness.	Relate the importance of workplace expectations to career development. CAREER DEV 3, A-G	SEL: 1A. Identify and manage one's emotions and behavior., 1B.4a. Set priorities in building on strengths and identifying areas for improvement.	ACT Standards are for Reading, Writing, Math, and Science only
B4	Provide and receive constructive criticism		Emotional Intelligence - Exhibit techniques to foster self-understanding and enhance relationships with others.	Communicate in a clear, courteous, concise and correct manner on personal and professional levels; II. Apply basic communication skills in personal and professional situations COMM 1 A-D, all levels	SEL: 2C.4b. Evaluate one's contribution in groups as a member and leader.	ACT Standards are for Reading, Writing, Math, and Science only
B5	Manage oneself and others	Use personal time management skill to achieve outcome	Emotional Intelligence - Exhibit techniques to manage emotional reactions to people and situations.	Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies COMM 5, A-E, all levels	SEL: 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
B6	Build relationships	Build relationships	Customer Relations - Foster positive relationships with customers to enhance company image. Emotional Intelligence - Manage internal and external business relationships+D5 to foster positive interactions. Professional Development - Acquire self-development skills to enhance relationships and improve efficiency in the work environment.	Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies COMM 5, A-E, all levels	SEL: 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes 1A.5b. Evaluate how expressing more positive attitudes influence others 2D.4a. Analyze how listening and talking accurately helps in resolving conflicts. 2D.4b. Analyze how conflict-resolution skills contribute to work within a group. 2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them. 1A.5a. Evaluate how expressing one's emotions in different situations affects others.	ACT Standards are for Reading, Writing, Math, and Science only
B7	Display leadership skills		Emotional Intelligence - Employ leadership skills to achieve workplace objectives.	Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies COMM 5, A-E, all levels	21B5 Demonstrate when to lead and when to be supportive to accomplish group goals. SEL: 1A. Identify and manage one's emotions and behavior. 1B. Recognize personal qualities and external supports. 1C. Demonstrate skills related to achieving personal and academic goals. 2A: Recognize the feelings and perspectives of others. 2B: Recognize individual and group similarities and differences, 2C: Use communication and social skills to interact effectively with others. 2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 3A. Consider ethical, safety, and societal factors in making decisions. 3B. Apply decision-making	ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
B8	Respect cultural diversity	Communicate with diverse populations. Empathize with others. Respect others	Emotional Intelligence - Exhibit cultural sensitivity.	Apply basic social communication skills in personal and professional situations. COMM 2, B level 1	14. D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. SEL: 2B Recognize individual and group similarities and differences., 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups. 2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. 2B.5b. Evaluate how	Writing: Expressing Judgments: 3-4 Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt Show limited recognition of the complexity of the issue in the prompt
C	Employment Skills					
C1	Complete a job application		Professional Development - Implement job-seeking skills to obtain employment.	Integrate all forms of communication in the successful pursuit of employment COMM 4: all levels	3C5b Write for real or potentially real situations in academic, professional and civic contexts (e.g. applications, job applications, business letters, resume, petitions.)	English: Sentence Structure and Formation: 16-19 Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence
C2	Write a resume		Professional Development - Implement job-seeking skills to obtain employment.	Integrate all forms of communication in the successful pursuit of employment COMM 4: all levels	3C5b Write for real or potentially real situations in academic, professional and civic contexts (e.g. applications, job applications, business letters, resume, petitions.)	Eng: Organize, Unity and Coherence: 28-32 Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Rearrange sentences to improve the logic and coherence of a complex paragraph Add a sentence to introduce or conclude a fairly complex paragraph

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
C3	Write and format cover letters		Professional Development - Implement job-seeking skills to obtain employment.	Integrate all forms of communication in the successful pursuit of employment COMM 4: all levels	3C5b Write for real or potentially real situations in academic, professional and civic contexts (e.g. applications, job applications, business letters, resume, petitions.)	Eng: Organize, Unity and Coherence: 28-32 Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Rearrange sentences to improve the logic and coherence of a complex paragraph Add a sentence to introduce or conclude a fairly complex paragraph
C4	Use good interview skills		Professional Development - Implement job-seeking skills to obtain employment.	Integrate all forms of communication in the successful pursuit of employment. COMM 4: all levels	STATE GOAL 4: Listen and speak effectively in a variety of situations. SEC: 2C Use communication and social skills to interact effectively with others.	ACT Standards are for Reading, Writing, Math, and Science only
C5	Write and format interview follow-up letter		Professional Development - Implement job-seeking skills to obtain employment.	Integrate all forms of communication in the successful pursuit of employment COMM 4: all levels	3C5b Write for real or potentially real situations in academic, professional and civic contexts (e.g. applications, job applications, business letters, resume, petitions.)	Eng: Organize, Unity and Coherence: 28-32 Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Rearrange sentences to improve the logic and coherence of a complex paragraph Add a sentence to introduce or conclude a fairly complex paragraph

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
C6	Understand how to maintain a job		Professional Development - Utilize career-advancement activities to enhance professional development.	Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies COMM 5 A-E, all levels		ACT Standards are for Reading, Writing, Math, and Science only
C7	Understand legal rights in the work place		Business Law - Explain the nature of workplace regulations, i.e. OSHA and ADA	Analyze the relationship between ethics and the law. BUS Law 1, A-E		ACT Standards are for Reading, Writing, Math, and Science only
C8	Understand good personal finance principles		Entrepreneurship - Manage personal finances to achieve financial goals. Finance - Manage personal finances to achieve financial goals	Develop and evaluate a spending/savings plan; Evaluate savings and investing options to meet short - and long term goals; PF 3, all levels		Math: Probability, Statistics, & Data Analysis: 16-19: Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Use the relationship between the probability of an event and the probability of its complement
D	Business Skills					

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D1	Apply business ethics	Develop core values, mission. Respect others. Practice principles of good business ethics.	Strategic Mgmt.-Explain the nature of managerial ethics.	Examine the role of ethics and social responsibility in decision making. Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies. Management 5: A,B-all levels	SEL: 3A. Consider ethical, safety, and societal factors in making decisions., 3A.4a. Demonstrate personal responsibility in making ethical decisions. 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions. 3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.	Writing: Expressing Judgments: 7-8 Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt Show some recognition of the complexity of the issue in the prompt by acknowledging counterarguments to the writer's position providing some response to counter-arguments to the writer's position
D2	Demonstrate conflict resolution skills	Negotiate. Deal w/difficult people.	HR Man.-Handle employee complaints and grievances	Relate the importance of workplace expectations to career development. CD 3, A-G	24A5 Compare and contrast strategies to prevent conflict and resolve differences. SEL: 2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2D.4a. Analyze how listening and talking accurately helps in resolving conflicts. 2D.4b. Analyze how conflict-resolution skills contribute to work within a group. 2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.	Writing: Expressing Judgments: 7-8 Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt Show some recognition of the complexity of the issue in the prompt by acknowledging counterarguments to the writer's position providing some response to counter-arguments to the writer's position

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D3	Understand decision-making process/models	Identify a problem. Analyze the problem.	Prof.Dev-Make decisions.	Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. ACCT 5, A & B	SEL: 3A. Consider ethical, safety, and societal factors in making decisions. 3A.4a. Demonstrate personal responsibility in making ethical decisions.	Math: Probability, Statistics, & Data Analysis: 33-36 Distinguish between mean, median, and mode for a list of numbers Analyze and draw conclusions based on information from figures, tables, and graphs Exhibit knowledge of conditional and joint probability
D4	Apply critical decision making skills	Make adjustments to plan.	Prof.Dev-Demonstrate problem solving skills.	Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. ACCT 5, A & B	SEL: 3A. Consider ethical, safety, and societal factors in making decisions. 3A.4a. Demonstrate personal responsibility in making ethical decisions.	Math: Probability, Statistics, & Data Analysis: 33-36 Distinguish between mean, median, and mode for a list of numbers Analyze and draw conclusions based on information from figures, tables, and graphs Exhibit knowledge of conditional and joint probability
D5	Locate and use resources	Use mobile technology. Use web- based software.	Info.Mgmt.-Utilize info.-technology tools to manage and perform work responsibilities	Utilize information and technology tools to conduct business effectively and efficiently. MGMT 8, A & B	SEL: 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	ACT Standards are for Reading, Writing, Math, and Science only
D6	Think independently	Create information from data.	Emot.Int-Exhibit techniques to manage emotional reactions to people and situations.	Relate the importance of workplace expectations to career development. CD 3, A-G	SEL: 1A.A. Identify and manage one's emotions and behavior.	ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D7	Attend to details	Use personal time management skill to achieve outcome.	HR Man.-Implement organizational skills to facilitate others' work efforts.	Develop personal management skills to function effectively and efficiently in a business environment. MGMT 4, A-E		English: Topic Development in Terms of Purpose and Focus: 33-36: Determine whether a complex essay has accomplished a specific purpose Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay
D8	Effectively manage time	Use time-mgmt./calendar software. Use personal time mgmt. skill to achieve outcome,	HR Man.-Assist employees with prioritizing work responsibilities	Develop personal management skills to function effectively and efficiently in a business environment. MGMT 4, A, all levels		ACT Standards are for Reading, Writing, Math, and Science only
D9	Organize information	Outline the project steps and milestones.	COM Skills-organize info.	Develop personal management skills to function effectively and efficiently in a business environment. MGMT 4, A-E	1C5d Summarize and make generalizations from content and relate them to the purpose of the material	Writing: Organizing Ideas: 5-6 Provide a simple organization with logical grouping of ideas in parts of the essay Use some simple and obvious transitional words, though they may at times be inappropriate or misleading Present a discernible, though underdeveloped, introduction and conclusion
D10	Understand business vocabulary	Use basic business technology.	Econ.-Understand fundamental economic concepts		1A5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.	Reading: Meanings of Words: 28-32 Determine the appropriate meanings of words, phrases, or statements from figurative or somewhat technical context.

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D11	Create business plan	Develop a business plan (strategically and tactical).	Strategic Mgmt.-Explain the nature of business plans.	Develop a business plan. ENT 9, levels 1-3	5B5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	ACT Standards are for Reading, Writing, Math, and Science only
D12	Do multi-tasking	Prioritize projects.	Prof. Dev.-Use time-management skills	Develop personal management skills to function effectively and efficiently in a business environment. MGMT 4, A-E		ACT Standards are for Reading, Writing, Math, and Science only
D13	Understand the four functions of management	Define key roles within a business.	Strategic Mgmt.-Explain the concept of management.	Analyze the management functions and their implementation and integration within the business environment. MGMT 1, A,B,C,D. all levels		ACT Standards are for Reading, Writing, Math, and Science only
D14	Solve complex problems	Use project management system to solve the problem	Com.Skills-Extract relevant information from written materials.	Relate the importance of workplace expectations to career development. CD 3, A-G	11A5b Design procedures to test the selected hypotheses. 11A5c Conduct systematic controlled experiments to test the selected hypotheses.	Math: Probability, Statistics, & Data Analysis: 28-32 Calculate or use a weighted average Interpret and use information from figures, tables, and graphs Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D15	Analyze and interpret data	Assess/evaluate results. Use spreadsheet software.	Info.Mgmt-Interpret statistical findings.	Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. ACCT 5, A & B	11A5b Design procedures to test the selected hypotheses. 11A5c Conduct systematic controlled experiments to test the selected hypotheses.	Math: Probability, Statistics, & Data Analysis: 33-36 Distinguish between mean, median, and mode for a list of numbers Analyze and draw conclusions based on information from figures, tables, and graphs Exhibit knowledge of conditional and joint probability
D16	Apply real world math skills	Use accounting software. Use metrics to understand problems and track progress.	Econ.-Understand economic indicators to recognize economic trends & conditions	Apply basic mathematical operations to solve problems. COMP 1, level 1	6A5 Perform addition, subtraction and multiplication of complex numbers and graph the results in the complex plane. 6D5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	Math: Basic Operations & Applications: 28-32 Solve word problems containing several rates, proportions, or percentages.
D17	Manage money	Manage to a budget (time and money).	Finan.Analysis-Use investment strategies to ensure financial well-being.	Use mathematical procedures to analyze and solve business problems. COMP 1, level 1	6D5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	Math: Probability, Statistics, & Data Analysis: 28-32: Calculate or use a weighted average Interpret and use information from figures, tables, and graphs Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
Developed by the Business Education Learning Community of Districts 211, 214, 220
2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D18	Perform business math functions	Use spreadsheet software. Use accounting software.	Fin. Analysis-Manage personal finances to achieve financial goals.	Apply basic mathematical operations to solve problems. COMP6, A-M, all levels	6A5 Perform addition, subtraction and multiplication of complex numbers and graph the results in the complex plane. 6D5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	Math: Basic Operations & Applications: 24-27: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
D19	Discuss Current Events (politics)	Keep current with business news and trends.	Entren.-Assess global trends and opportunities. Info.Mgmt.-describe current business trends.	Discuss the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment. INT BUS 2, A-D	14.B.4 Compare the political systems of the United States to other nations.	Writing: Expressing Judgments: 7-8 Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt Show some recognition of the complexity of the issue in the prompt by acknowledging counterarguments to the writer's position providing some response to counterarguments to the writer's position
D20	Understand types of business ownership	Describe forms of business organization.	Business Law-Explain types of Bus. Ownership	Analyze the organization of a business. MGMT 3A, all levels		ACT Standards are for Reading, Writing, Math, and Science only
D21	Use effective filing systems	Use database software.	Info.Mang.-Store information for future use. Monitor internal records for business information.	Develop personal management skills to function effectively and efficiently in a business environment. MGMT 4, A-E		ACT Standards are for Reading, Writing, Math, and Science only
D22	Understand budgeting process	Manage a budget (time and money)	Finan.Analysis-Develop a personal budget.	Use mathematical procedures to analyze and solve business problems. Develop and evaluate a spending/savings plan. COMP 6, A-M, all levels	6D5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	Math 33-36: Draw conclusions based on a set of conditions.

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
Developed by the Business Education Learning Community of Districts 211, 214, 220
2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
D23	Interpret business financial statements	Define current status. Measure progress to the outcome. Conduct a post-mortem review.	Finan.Analysis-Explain and describe balance sheets and income statements	Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses. ACCTG 3, A & B Interpret data shown on financial statements MGMT 10A		Math 33-36: Draw conclusions based on a set of conditions.
D24	Use basic accounting principles	Use accounting software.	Finan. Analysis-Explain the concept of accounting.	Complete and explain the purpose of the various steps in the accounting cycle. ACCTG 1, 3/4		Science 33-36: Understand precision and accuracy issues
D25	Understand business finance principles	Use accounting software. Use metrics to understand problems and track progress.	Finan.Analysis-Explain the nature of financial needs.	Use mathematical procedures to analyze and solve business problems. Develop and evaluate a spending/savings plan. Complete and explain the purpose of the various steps in the accounting cycle. COMP 6, A-M		Science 24-27: Identify or use a simple mathematical relationship that exists between data.
D26	Apply business theory to the workplace	Define how a business works. Describe private enterprise system. Describe how to start a business. Define key roles within a business.	Entrepren. Employ entrepreneurial discovery strategies to generate feasible ideas for bus. Ventures	Analyze management theories and their application within the business environment.MGMT 2, Level 3 & 4		Science 24-27: Identify or use a simple mathematical relationship that exists between data.
E.	Technology					
E1	Use touch keyboarding correctly	Operate a computer; use the keyboard efficiently	Information Management - Utilize information technology tools to manage and perform work responsibilities.	Comm. 3.L1,2,3 Use input technologies appropriately to enter and manipulate text and data. IT 6.		ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
E2	Use word processing	Use word processing software; proofread and edit; adapt message to the target audience; write clearly and concisely	Information Management - Demonstrate basic word processing skills.	Comm. 3.L1,2,3 Use technology to enhance the effectiveness of communication. Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.		ACT Standards are for Reading, Writing, Math, and Science only
E3	Use Spreadsheet	Use spreadsheet software	Information Management - Demonstrate basic spreadsheet applications.	Comm. 3.L1.,2,3 Use technology to enhance the effectiveness of communication. Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.	1C5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others 6D5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	Math 20-23: Calculate the missing data value, given the average and all data values but one Math: Probability, Statistics, & Data Analysis: 20-23 Translate from one representation of data to another (e.g., a bar graph to a circle graph) Determine the probability of a simple event Exhibit knowledge of simple counting techniques*
E4	Use databases	Use database software	Information Management - Demonstrate basic database applications.	Comm. 3.L1.,2,3 Use technology to enhance the effectiveness of communication. Use, plan, develop, and maintain database management systems.	1C5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others	ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
Developed by the Business Education Learning Community of Districts 211, 214, 220
2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
E5	Use presentation software	Use presentation software	Information Management - Demonstrate basic presentation applications.	Comm. 3.L1.,2,3 Use technology to enhance the effectiveness of communication.	4B5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/ industry, local organizations) using appropriate visual aids and available technology. 5C5a using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.	ACT Standards are for Reading, Writing, Math, and Science only
E6	Operate technology	Operate a computer	Information Management - Utilize information technology tools to manage and perform work responsibilities; Use technology (dashboards and scorecards) to benchmark key performance indicators.	IT 5.L1,2,3 Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems, environments, and utilities.	5C5a using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.	ACT Standards are for Reading, Writing, Math, and Science only
E7	Format various business documents	Use word processing software	Information Management - Demonstrate basic word processing skills.	Comm. 3.L1.,2,3 Use technology to enhance the effectiveness of communication.		ACT Standards are for Reading, Writing, Math, and Science only
E8	Develop an effective PowerPoint presentation	Use presentation software; Use a "sell" item system i.e. WIIFM); adapt the message to the target audience; speak clearly and effectively; communicate with diverse populations; utilize effective non-verbal language	Information Management - Demonstrate basic presentation applications.	Use technology to enhance the effectiveness of communication.	3B5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
Developed by the Business Education Learning Community of Districts 211, 214, 220
2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
E9	Use internet appropriately	Use web-based software, including e-mail and Internet	Information Management - Demonstrate basic web search skills; Describe the scope of the Internet.	Comm. 3.LI1.,2,3 Use technology to enhance the effectiveness of communication. Use, evaluate, and deploy communications and networking applications.		ACT Standards are for Reading, Writing, Math, and Science only
E10	Demonstrate proficiency for numeric key-pad	Operate a computer	Information Management - Utilize information technology tools to manage and perform work responsibilities.	Comm. 3.LI1.,2,3 Use technology to enhance the effectiveness of communication.	6D5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth.	ACT Standards are for Reading, Writing, Math, and Science only
E11	Evaluate the ease of use of web pages	Use web-based software, including e-mail and Internet	Information Management - Demonstrate basic web search skills; Describe the scope of the Internet.	Comm. 3.LI1.,2,3 Use, evaluate, and deploy communications and networking applications.	25A5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/ or	ACT Standards are for Reading, Writing, Math, and Science only
E12	Evaluate the validity of information on web pages	Use web-based software, including e-mail and Internet	Information Management - Demonstrate basic web search skills; Describe the scope of the Internet.	Comm. 3.LI1.,2,3 Use, evaluate, and deploy communications and networking applications.	1C5c Critically evaluate information from multiple sources.	ACT Standards are for Reading, Writing, Math, and Science only
E13	Use web-based software	Use web-based software, including e-mail and Internet; adapt the message to the target audience; communicate with diverse populations;	Information Management - Demonstrate basic e-mail functions.	Comm. 3.LI1.,2,3 Use technology to enhance the effectiveness of communication. Use, evaluate, and deploy communications and networking applications.		ACT Standards are for Reading, Writing, Math, and Science only
E14	Demonstrate operation of office equipment	Operate a computer	Information Management - Utilize information technology tools to manage and perform work responsibilities.	Comm. 3.LI1.,2,3 Use technology to enhance the effectiveness of communication.		ACT Standards are for Reading, Writing, Math, and Science only

Business Education, Management, Administrative and Support Career Cluster

Northwest Suburban Education to Careers Partnership
 Developed by the Business Education Learning Community of Districts 211, 214, 220
 2007 Crosswalk of standards

	Program Competencies	Local Industry Standards	National Competencies Mark Ed	NBEA Standards	Illinois Learning Standards	ACT Standards for Transition College Readiness and Work Keys
E15	Integrate technology software	Use time management/calendar software; use project management software; create information from data	Information Management - Use and integrate business software packages.	Comm. 3.LI1.,2,3 Use technology to enhance the effectiveness of communication.	3B5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. 5C5a using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.	ACT Standards are for Reading, Writing, Math, and Science only
E16	Use accounting software	Use accounting software	Information Management - Use and integrate business software packages.	IT5.L1,2,3 Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.		ACT Standards are for Reading, Writing, Math, and Science only