



Business Strategies

Course Description

This course is part of the MBA Research Consortium’s High School of Business National Model. Business Strategies develops student understanding and skills in such areas as business law, entrepreneurship, financial analysis, human resources management, and strategic management. By planning, organizing, staffing, directing, leading, and controlling business activities, students acquire a realistic understanding of what is required to open and successfully run a business. They conduct situational, market, and competitive analyses; select a target market; develop a business plan; recruit, interview, select, and hire staff; supervise staff; control use of resources; and evaluate the results of the business effort. Throughout the course, students make decisions and use problem-solving skills. Formal reflection is an on-going component of the course.

Course Code: 031805

Program(s) of Study to which this course applies

- High School of Business National Model

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1. Students will select channels of distribution.				
Benchmark 1.1 Identify factors that affect the choice of channels of distribution.	N/A	N/A	N/A	
Benchmark 1.2 Describe and demonstrate how the product, market size and location, and access to channel members affects the channel of distribution selection.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a SS.12.2.1.b	CR.1.A.4 CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 1.3 Explain procedures for selecting channels of distribution.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking



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				or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Standard 2. Students will select exit strategies.				
Benchmark 2.1 Explain reasons that owners want to exit their businesses.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 2.2 Describe ways in which owners can exit their businesses.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 2.3 Discuss reasons that business owners avoid developing exit strategies.	ELA.SL.11–12.SL.1	LA.12.3.3	CR.2.A.2–4	
Benchmark 2.4 Describe the need for succession planning.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).



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Benchmark 2.5 Discuss mistakes businesspeople make when developing exit strategies.	ELA.SL.11–12.SL.1	LA.12.3.3	CR.2.A.2–4	
Benchmark 2.6 Explain an exit strategy process.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 2.7 Demonstrate procedures for developing exit strategies.	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Standard 3. Students will maintain records of daily financial transactions.				
Benchmark 3.1 Discuss the need to keep records of daily transactions.	ELA.SL.11-12.1 ELA.RST.11-12.6	LA.12.3.3	CR.2.A.2–4	
Benchmark 3.2 Identify types of daily transactions that need to be tracked.	N/A	N/A	N/A	
Benchmark 3.3 Explain the need to separate personal and business transactions.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 3.4 Discuss the importance of establishing a schedule for recording daily transactions.	ELA.SL.11–12.SL.1	LA.12.3.3	CR.2.A.2–4	



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Benchmark 3.5 Describe the use of technology in recording daily transactions.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.9.B.3	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
Benchmark 3.6 Demonstrate procedures for recording daily transactions.	ELA.RST.3.11-12	LA.12.1.6.k LA.12.3.2 MA.12.1.3.a MA.12.1.3.d	CR.1.A.4 CR.2.B.1	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k). Alignment presumes that students will select, apply, and explain the method of computation when recording daily transactions (NE: MA.12.1.3.a, MA.12.1.3.d).
Standard 4. Students will determine hiring needs.				
Benchmark 4.1 Determine factors to consider when identifying hiring needs.	N/A	SS.12.2.1.e	CR.4.A.2	
Benchmark 4.2 Discuss the benefits of forecasting hiring needs.	ELA.SL.11–12.SL.1	LA.12.3.3	CR.2.A.2–4	
Benchmark 4.3 Distinguish between determining hiring needs for a large company versus a small company.	N/A	N/A	CR.5.A.1	
Benchmark 4.4 Explain and demonstrate procedures for determining hiring needs.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12.1.6.k LA.12.2.1.b LA.12.3.1.a LA.12.3.2.	CR.1.A.4 CR.2.B.1 CR.2.C.1	When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).



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				Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k).
Standard 5. Students will recruit new employees.				
Benchmark 5.1 Define the following terms: recruitment, external recruitment, and internal recruitment.	ELA.RST.11-12.4	LA.12.1.5	N/A	
Benchmark 5.2 Explain the need for recruitment.	ELA.SL.11-12.4 ELA.WHST.11-12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 5.3 Discuss the importance of recruitment for businesses.	ELA.SL.11-12.SL.1	LA.12.3.3	CR.2.A.2-4	
Benchmark 5.4 Distinguish between internal and external recruitment.	N/A	N/A	CR.5.A.1	
Benchmark 5.5 Identify frequently used sources for recruiting staff.	ELA.WHST.11-12.7	LA.12.1.6.k	N/A	
Benchmark 5.6 Explain reasons for using external recruitment.	ELA.SL.11-12.4 ELA.WHST.11-12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).



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Benchmark 5.7 Describe factors affecting recruitment.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a SS.12.2.1.e	CR.2.B.1 CR.2.C.1 CR.5.A.4	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 5.8 Discuss problems encountered in external recruitment.	ELA.SL.11–12.SL.1	LA.12.3.3	CR.2.A.2–4	
Benchmark 5.9 Describe legal considerations when recruiting staff.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.3.B.4 CR.3.C.3	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 5.10 Explain and demonstrate the recruitment process.	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.1.A.4 CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).



Reference Standards Sources

- MBA = MBA Research Standards

Contributors

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Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Project-based learning activities• Steering team of community members and college professors
Related assessments:	<ul style="list-style-type: none">• Determined by the High School of Business
Extended learning opportunities:	<ul style="list-style-type: none">• FBLA• DECA