

# Business and Finance Technology Education Frameworks

## Business Management

### Content Standard 1: Business Management Functions

**Analyze the management functions and their implementation and integration within the business environment.**

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <b>1.0 Analyze the planning function.</b>   | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Explain planning and why management plans.</li> <li>*Apply the decision-making process to business applications.</li> </ul>  |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>Apply the decision-making process to business applications.</li> <li>Analyze possible outcomes of a decision.</li> <li>Prepare a business plan.</li> </ul>   |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Discuss the importance of vision, mission, goals, and objectives setting within the context of the business environment.</li> <li>Analyze a business plan.</li> <li>Compare and contrast the planning function to other management functions.</li> </ul> |   |
| <b>2.0 Analyze the organizing function.</b>   |   |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Explain the importance of organizing in business.</li> </ul>   |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>*Explain reasons for centralizing and decentralizing authority</li> <li>Describe how the organization provides accountability by delegating authority.</li> </ul>  |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Compare and contrast the organizing to other management functions.</li> </ul>  |   |

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| <p><b>3.0 Analyze the leading/directing function.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Identify leaders and discuss leadership qualities</li> <li>*Discuss characteristics of effective and ineffective leaders.</li> <li>Define and explain the importance of leadership.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Differentiate between leading and managing.</li> <li>Compare and contrast leadership styles.</li> <li>*Identify the leadership style most appropriate for a given situation.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Analyze management skills for leading and directing at various management levels.</li> <li>Compare and contrast the leading/directing function to the other management functions.</li> </ul> | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or Justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |
| <p><b>4.0 Analyze the evaluating/controlling function</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Describe the evaluating process</li> </ul>  |   |
| <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of the evaluating/controlling function in the business environment.</li> </ul>  |   |
| <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Determine the evaluating/controlling strategy for a given business situation.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Compare and contrast the evaluating/controlling function.</li> </ul>  |   |

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|   | <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |

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|   | <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> |

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|   | <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a.</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a.</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> |

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|   | <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> |

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|   | <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> |

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|   | <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> |

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|   | <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.RST.2.</b><br/>Determine 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.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> |

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|   | <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2a.</b><br/>Introduce 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.</p> |

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|   | <p><b>9-10.WHST.2b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> |

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|   | <p><b>11-10.WHST.2e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |

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|   | <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> |

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|   | <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 2: Management Theories

Analyze management theories and their application within the business environment.

| CT Business Management Frameworks Performance Standards<br>6-12  | CT State Standards English Language Arts<br>6-12  |
|--|---|
| <p><b>1.0 Analyze management theories.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Identify and discuss management theories (Taylor, Weber, Follett, McGregor).</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>*Identify motivation theories that impact management (Maslow, Herzberg, McClelland).</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Explain how management theories evolved and are interrelated.</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or Justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |

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|   | <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |

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|   | <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a.</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a.</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> |

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|   | <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> |

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|   | <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s <i>Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g, Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> |

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**Content Standard 2: Management Theories**

**Analyze management theories and their application within the business environment.**

| <b>CT Business Management Frameworks Performance Standards<br/>6-12</b> | <b>CT State Standards English Language Arts<br/>6-12</b>  |
|---|---|
|   | <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).</p> |

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|---|--|
|   | <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

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|---|---|
|   | <p><b>9-10.RST.2.</b><br/>Determine the central ideas or conclusions of a text; trace the text’s explanation or depictions of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> |

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|---|---|
|   | <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.2b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2b.</b><br/>Develop 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.</p> |

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|   | <p><b>9-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>9-10.WHST.2e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-10.WHST.2e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |

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|---|---|
|   | <p><b>11-12.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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|   | <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12. WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 3: Business Organization Analyze the organization of a business.

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <b>1.0 Analyze management theories.</b>   | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Identify and provide examples of the basic forms of business ownership.</li> </ul>   |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>*Compare the forms of business ownership.</li> </ul>   |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Evaluate different forms of ownership as the business evolves.</li> </ul>  |   |
| <b>2.0 Management Levels</b>  |   |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>*Identify management levels</li> </ul>   |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>Describe the interaction between and among management levels.</li> </ul>   |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Analyze management levels for a specific business.</li> </ul>  |   |
| <b>3.0 Organizational Structure</b>   |   |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Describe types of organizational structures.</li> </ul>  |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>*Discuss the interrelationships of a variety of organizational structure (line, line and staff, functional).</li> <li>Describe the effects of group dynamics on group decision making and consensus building.</li> </ul> |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Compare divisional and department structures (customer, geographic, and product).</li> <li>Compare organizational structures (organic, matrix and mechanistic).</li> </ul>   |   |

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|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |

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|---|--|
|   | <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |

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|   | <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a.</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a.</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> |

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|   | <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> |

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|---|--|
|   | <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> |

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|   | <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> |

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|   | <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

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|   | <p><b>9-10.RST.2.</b><br/>Determine 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.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> |

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|   | <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.2b.</b><br/>Develop 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.</p> |

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|   | <p><b>11-12.WHST.2b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-10.WHST.2e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> |

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|   | <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>English Language Arts 6-12  |
|---|---|
|   | <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

**Business and Finance Technology Education Frameworks  
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**Content Standard 3: Business Organization  
Analyze the organization of a business.**

| <b>CT Business Management Frameworks Performance Standards<br/>6-12</b> | <b>CT State Standards English Language Arts<br/>English Language Arts 6-12</b>   |
|---|--|
|   | <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 4: Personal Management Skills

Develop personal management skills to function effectively and efficiently in a business environment.

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <p><b>1.0 Develop personal management skills to function effectively and efficiently in a business environment.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of time management.</li> <li>• Identify the need for lifelong learning.</li> <li>• *Identify effective communication skills.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• Evaluate and modify a time management plan as appropriate.</li> <li>• Describe the need for effective communication in business.</li> <li>• Describe the advantages and disadvantages of networking to achieve personal goals.</li> <li>• Identify available resources for making professional contacts.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Identify avenues for professional growth.</li> <li>• Identify major problems that prevent effective communication in business.</li> <li>• Describe the advantages and disadvantages of networking to achieve professional goals.</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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|---|---|
|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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| <b>CT Business Management Frameworks Performance Standards<br/>6-12</b> | <b>CT State Standards English Language Arts<br/>6-12</b>   |
|---|--|
|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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| CT Business Management Frameworks Performance Standards 6-12 | CT CCSS English Language Arts 6-12  |
|--|---|
|  | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.</p> <p><b>9-10.L.1.a.</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a.</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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|--|--|
|  | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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| CT Business Management Frameworks Performance Standards 6-12 | CT CCSS English Language Arts 6-12  |
|--|---|
|  | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |

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| CT Business Management Frameworks Performance Standards 6-12 | CT CCSS English Language Arts 6-12  |
|--|---|
|  | <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> |

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|--|--|
|  | <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.RST.2.</b><br/>Determine 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.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> |

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|--|---|
|  | <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> |

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|--|---|
|  | <p><b>11-12.WHST.2a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.2b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> |

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|--|--|
|  | <p><b>9-10.WHST.2e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-10.WHST.2e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |

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| CT Business Management Frameworks Performance Standards 6-12 | CT CCSS English Language Arts 6-12  |
|--|---|
|  | <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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|--|---|
|  | <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

**Business and Finance Technology Education Frameworks  
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**Content Standard 5: Ethics and Social Responsibility  
Examine the role of ethics and social responsibility in decision making.**

| CT Business Management Frameworks Performance Standards<br>6-12  | CT State Standards English Language Arts<br>6-12  |
|--|---|
| <p><b>1.0 Examine the role of ethics and social responsibility in decision making.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>• Define ethics.</li> <li>• Define code of ethics.</li> <li>• *Define business ethics and social responsibility.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• *Explain the importance of ethical standards in conducting business.</li> <li>• Describe ethical dilemmas faced by managers.</li> <li>• Examine a business code of ethics.</li> <li>• Identify the impact of unethical behavior on a business.</li> <li>• Identify ways in which a business organization demonstrates social responsibility towards stakeholders.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Evaluate a business code of ethics.</li> <li>• Recognize long-term impact of practicing social responsibility.</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |

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| <b>CT Business Management Frameworks Performance Standards<br/>6-12</b> | <b>CT State Standards English Language Arts<br/>6-12</b>  |
|---|---|
|   | <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a.</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a.</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> |

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|---|---|
|   | <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell Correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>English Language Arts 6-12   |
|---|--|
|   | <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> |

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**Content Standard 5: Ethics and Social Responsibility  
Examine the role of ethics and social responsibility in decision making.**

| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>English Language Arts 6-12  |
|---|---|
|   | <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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|   | <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.RST.2.</b><br/>Determine 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.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> |

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|   | <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.1.a.</b><br/>Introduce 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.</p> |

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|   | <p><b>11-12.WHST.1.a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.1.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.1.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.1.c.</b><br/>Use 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.</p> |

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|   | <p><b>11-12.WHST.1.c.</b><br/>Use 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.</p> <p><b>9-10.WHST.1.d.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.d.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>9-10.WHST.1.e.</b><br/>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.1.e.</b><br/>Provide a concluding statement or section that follows from or supports the argument presented.</p> |

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|--|---|
|  | <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |

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|--|--|
|  | <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> |

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|---|--|
|   | <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 6: Human Resource Management

Describe human resource functions and their importance to an organization’s successful operation.

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <b>1.0 Analyze human resource planning.</b>   | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Define human resource planning.</li> <li>*Identify activities of the human resource unit.</li> </ul>   |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>Analyze how legislation has changed the workplace.</li> <li>Analyze how the impacts of human resource activities help organizations to achieve their goals.</li> </ul> |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Examine methods of conducting a needs analysis to determine human resource requirements.</li> </ul>  |   |
| <b>2.0 Analyze recruitment and selection.</b>   |   |
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Identify recruitment resources.</li> <li>Identify selection tools and determine why they are used (interviews, tests and reference checks.)</li> </ul>                 |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>*Identify legislation affecting the recruitment and selection process (affirmative action, right to privacy and Americans with Disabilities Act).</li> </ul>           |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Evaluate selection tools based on existing legislation.</li> <li>Evaluate recruitment sources based on existing legislation.</li> </ul>                                |   |

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|---|---|
|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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|---|--|
|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|   | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |

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|   | <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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|---|---|
|   | <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> |

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|   | <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |

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|---|--|
|   | <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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|   | <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

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| <p><b>3.0 Analyze employee development.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Explain why orientation and training are necessary for successful employee performance.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Discuss why professional development is a shared responsibility between a business and an employee.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Identify the benefits of employee development (workshops, conferences).</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|   | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |

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|   | <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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|   | <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.RST.2.</b><br/>Determine 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.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> |

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|   | <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.1.a.</b><br/>Introduce 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.</p> |

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|   | <p><b>11-12.WHST.1.a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.1.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.1.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.1.c.</b><br/>Use 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.</p> |

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|   | <p><b>11-12.WHST.1.c.</b><br/>Use 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.</p> <p><b>9-10.WHST.1.d.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.1.d.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>9-10.WHST.1.e.</b><br/>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.1.e.</b><br/>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

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|   | <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

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|   | <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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| <b>4.0 Analyze evaluation functions.</b>   | <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> |
| <b>Beginning</b>   |  |
| <ul style="list-style-type: none"> <li>*Explain why employees are evaluated.</li> <li>Explain how employees are evaluated.</li> </ul>  |  |
| <b>Intermediate</b>  |  |
| <ul style="list-style-type: none"> <li>Identify the impact of performance appraisals on employees and the organization.</li> </ul>   |  |
| <b>Advanced</b>  |  |
| <ul style="list-style-type: none"> <li>Assess the procedures used in the evaluation process.</li> <li>Analyze the impact of performance appraisals on motivation and job performance.</li> </ul>   |  |
| <b>5.0 Analyze compensation, promotion, benefits and incentives.</b>   |  |
| <b>Beginning</b>   |  |
| <ul style="list-style-type: none"> <li>Identify compensation plans, benefit packages and incentive programs available to employees.</li> <li>Identify advancement opportunities within and organization.</li> </ul>                      |  |
| <b>Intermediate</b>  |  |
| <ul style="list-style-type: none"> <li>Describe policies and procedures used to determine compensation.</li> </ul>   |  |
| <b>Advanced</b>  |  |
| <ul style="list-style-type: none"> <li>Describe the merits of reassignment and promotion versus hiring from outside.</li> <li>Describe the legal implications and processes relating to termination and transition decisions.</li> </ul> |  |
| <b>7.0 Analyze labor relations.</b>  |  |
| <b>Beginning</b>   |  |
| <ul style="list-style-type: none"> <li>*Describe an employment contract.</li> </ul>  |  |

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| <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Discuss the role of human resource personnel in the collective bargaining process.</li> </ul> | <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |

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|   | <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |

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**Content Standard 6: Human Resource Management**

**Describe human resource functions and their importance to an organization’s successful operation.**

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|   | <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> |

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|   | <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> |

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|   | <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |

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|---|--|
| <p><b>6.0 Analyze employee development.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Explain why orientation and training are necessary for successful employee performance.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Discuss why professional development is a shared responsibility between a business and an employee.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Identify the benefits of employee development (workshops, conferences).</li> </ul> | <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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|   | <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.RST.2.</b><br/>Determine 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.</p> <p><b>11-12.RST.2.</b><br/>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> |

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|   | <p><b>9-10.RST.7.</b><br/>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>11-10.RST.7.</b><br/>Integrate 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.</p> <p><b>9-10.RST.9.</b><br/>Compare and contrast 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.</p> <p><b>11-12.RST.9.</b><br/>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> |

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|   | <p><b>11-12.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> |

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|---|---|
|   | <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |

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|   | <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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|   | <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

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**Content Standard 7: Organized Labor**

**Describe the role of organized labor and its influence on government and business.**

| CT Business Management Frameworks Performance Standards<br>6-12  | CT State Standards English Language Arts<br>6-12  |
|--|---|
| <b>1.0 Describe labor unions.</b>  | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Describe the history of the labor movement and why unions were organized.</li> <li>Describe the collective bargaining process.</li> </ul>   |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>*Explain the role of labor unions and the process of collective bargaining.</li> </ul>  |   |
| <b>Advanced</b>  |   |
| <ul style="list-style-type: none"> <li>Describe the process involved in forming, operating and disbanding labor unions.</li> <li>Describe legal strategies used by labor and management (e.g., strikes, boycotts, layoffs and lockouts).</li> <li>Discuss the appropriateness and effectiveness of current legislation in protecting workers' rights.</li> </ul> |   |

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|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |

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|   | <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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| <p align="center"><b>CT Business Management Frameworks Performance Standards<br/>6-12</b></p> | <p align="center"><b>CT State Standards English Language Arts<br/>6-12</b></p>  |
|---|---|
|   | <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> |

**Business and Finance Technology Education Frameworks  
Business Management**

**Content Standard 7: Organized Labor**

Describe the role of organized labor and its influence on government and business.

| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |

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**Content Standard 7: Organized Labor**

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|---|---|
|   | <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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**Content Standard 7: Organized Labor**

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|---|---|
|   | <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

**Business and Finance Technology Education Frameworks  
Business Management**

**Content Standard 8: Technology and Information Management  
Utilize information and technology tools to conduct business effectively and efficiently.**

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <p><b>1.0 Analyze e-business.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Define e-business.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Explore e-business Web sites.</li> <li>*Discuss the advantages and disadvantages of e-business.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Evaluate an e-business Web site.</li> <li>Analyze the impact of e-business on profitability.</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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|---|--|
|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|---|---|
|   | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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|---|--|
|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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|---|---|
|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |

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|---|--|
|   | <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12   |
|---|--|
|   | <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2.a.</b><br/>Introduce 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.</p> |

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|---|--|
|   | <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> |

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|   | <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |

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|---|---|
|   | <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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|---|---|
|   | <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 9: Industry Analysis

**Analyze a business organization’s competitive position within the industry.**

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <p><b>1.0 Analyze competition and competitive advantage.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>• Identify ways businesses compete.</li> <li>• Define competitive advantage.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• Compare various forms of competition (pure competition, monopolistic competition, oligopoly and monopoly).</li> <li>• *Describe how various laws (e.g., Sherman Antitrust Act and Robinson-Patman Act) impact competition.</li> <li>• Analyze various businesses to determine their competitive advantage.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Describe the process of conducting an industry analysis.</li> <li>• Analyze relative competitive strengths and weaknesses using appropriate tools (e.g., SWOT analysis).</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12   |
|---|--|
|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|---|--|
|   | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12   |
|---|--|
|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

**Business and Finance Technology Education Frameworks  
Business Management**

**Content Standard 9: Industry Analysis  
Analyze a business organization’s competitive position within the industry.**

| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |

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|---|--|
|   | <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12   |
|---|--|
|   | <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.WHST.1.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.1.a.</b><br/>Introduce 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.</p> |

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|---|---|
|   | <p><b>9-10.WHST.1.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.1.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.1.c.</b><br/>Use 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.</p> <p><b>11-12.WHST.1.c.</b><br/>Use 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.</p> <p><b>9-10.WHST.1.d.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> |

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**Content Standard 9: Industry Analysis**

**Analyze a business organization’s competitive position within the industry.**

| <b>CT Business Management Frameworks Performance Standards<br/>6-12</b> | <b>CT State Standards English Language Arts<br/>6-12</b>  |
|---|---|
|   | <p><b>11-12.WHST.1.d.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>9-10.WHST.1.e.</b><br/>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>11-12.WHST.1.e.</b><br/>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2.a.</b><br/>Introduce 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.</p> |

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**Content Standard 9: Industry Analysis**

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> |

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|---|---|
|   | <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

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|---|---|
|   | <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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|---|--|
|   | <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 10: Financial Statement

**Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.**

| CT Business Management Frameworks Performance Standards<br>6-12  | CT State Standards English Language Arts<br>6-12  |
|--|---|
| <p><b>1.0 Analyze financial statements.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>• *Describe the purpose of financial statements.</li> <li>• Identify sources of financing.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement and statement of net worth).</li> <li>• Assess the short-term and long-term financial needs of a business.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Analyze statistical tools useful in making financial decisions.</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |

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|---|---|
|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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|---|--|
|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12   |
|---|--|
|   | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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|---|--|
|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12   |
|---|--|
|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |

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| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> |

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|---|--|
|   | <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 11: Operations Management

**Apply operations management principles and procedures to the design of an operations plan.**

| CT Business Management Frameworks Performance Standards<br>6-12  | CT State Standards English Language Arts<br>6-12  |
|--|---|
| <b>1.0 Analyze product design methods.</b>   | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Identify methods and tools to design or redesign products.</li> </ul>   |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>Evaluate a product design process.</li> </ul>   |   |
| <b>Advanced</b>  |   |
| <b>2.0 Analyze scheduling methods</b>  |   |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Identify factors used in scheduling and the tools that assist in the process.</li> </ul>                          |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>Evaluate the effectiveness and efficiency of a production schedule.</li> </ul>                                    |   |
| <b>Advanced</b>  |   |
| <b>3.0 Analyze Inventory Management</b>  |   |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Define inventory control.</li> </ul>  |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>Identify methods of inventory control concerns.</li> </ul>  |   |
| <b>Advanced</b>  |   |
| <ul style="list-style-type: none"> <li>Evaluate a system for maintaining inventory control.</li> </ul>   |   |
| <b>4.0 Analyze quality standards</b>   |   |
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Explain the concept of quality management and its evolution.</li> </ul>   |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>*Explain why high-quality and efficiency standards are necessary to compete in the global marketplace.</li> </ul> |   |

**Business and Finance Technology Education Frameworks  
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**Content Standard 11: Operations Management**

**Apply operations management principles and procedures to the design of an operations plan.**

| CT Business Management Frameworks Performance Standards<br>6-12 | CT State Standards English Language Arts<br>6-12  |
|---|---|
|   | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |

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**Content Standard 11: Operations Management**

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|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|   | <p><b>11-12.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>9-10.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>11-12.SL.6.</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.</p> <p><b>9-10.L.1.a</b><br/>Use parallel structure.*</p> <p><b>11-12.L.1.a</b><br/>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>9-10.L.1.b.</b><br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |

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|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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**Content Standard 10: Financial Statement**

**Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.**

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|---|--|
|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |

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|   | <p><b>9-10.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>11-12.RH.4.</b><br/>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p><b>9-10.RH.5.</b><br/>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p><b>11-12.RH.5.</b><br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>9-10.RH.7.</b><br/>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> |

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|   | <p><b>11-12.RH.7.</b><br/>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>9-10.RH.9.</b><br/>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>11-12.RH.9.</b><br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>9-10.WHST.2.a.</b><br/>Introduce 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.</p> <p><b>11-12.WHST.2.a.</b><br/>Introduce 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.</p> |

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|   | <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> |

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|   | <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

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|   | <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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|---|--|
|   | <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## Business and Finance Technology Education Frameworks Business Management

### Content Standard 12: Global Perspective

Examine the issues of corporate culture and managing in the global environment.

| CT Business Management Frameworks Performance Standards<br>6-12   | CT State Standards English Language Arts<br>6-12  |
|---|---|
| <p><b>1.0 Analyze legal issues.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Explain the importance of time management.</li> <li>Identify the need for lifelong learning.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>*Evaluate and modify a time management plan as appropriate.</li> <li>Describe the need for effective communication in business.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Identify avenues for professional growth.</li> <li>Identify major problems that prevent effective communication in business.</li> </ul> | <p><b>9-10.SL.1.a.</b><br/>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>11-12.SL.1.a.</b><br/>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>9-10.SL.1.b.</b><br/>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>11-12.SL.1.b.</b><br/>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>9-10.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| <p><b>2.0 Analyze economic considerations.</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Identify effective communication skills.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Describe the advantages and disadvantages of networking to achieve personal goals.</li> <li>Identify available resources for making professional contact.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Describe the advantages and disadvantages of networking to achieve personal goals.</li> </ul>  |   |
| <p><b>3.0 Analyze workforce diversity</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Discuss and define diversity.</li> </ul> <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Recognize the similarities and differences among cultures.</li> </ul>   |   |

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| <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Identify strategies for managing a culturally diverse workforce.</li> </ul> <p><b>4.0 Understand global partnering.</b></p> | <p><b>11-12.SL.1.c.</b><br/>Propel conversations by posing and responding to questions that prove reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>9-10.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>11-12.SL.1.d.</b><br/>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>9-10.SL.2.</b><br/>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>11-12.SL.2.</b><br/>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Define forms of global partnering (e.g., licensing, joint ventures, exporting, importing and franchising).</li> </ul>      |   |
| <p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Identify the advantages of a diverse workforce.</li> <li>Analyze the benefits of global partnering.</li> </ul>          |   |
| <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Analyze business situations to determine opportunities for global partnering.</li> </ul>                                    |   |

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|   | <p><b>9-10.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>11-12.SL.3.</b><br/>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>9-10.SL.4.</b><br/>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>11-12.SL.4.</b><br/>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>9-10.SL.5.</b><br/>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |

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|   | <p><b>11-12.L.1.b.</b><br/>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p><b>9-10.L.2.a.</b><br/>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>11-12.L.2.a.</b><br/>Observe hyphenation conventions.</p> <p><b>9-10.L.2.b.</b><br/>Use a colon to introduce a list or quotation.</p> <p><b>11-12.L.2.b.</b><br/>Spell correctly.</p> <p><b>9-10.L.3.a.</b><br/>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>11-12.L.3.a.</b><br/>Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |

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|   | <p><b>9-10.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>11-12.RH.1.</b><br/>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>9-10.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>11-12.RH.2.</b><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>9-10.RH.3.</b><br/>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>11-12.RH.3.</b><br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |

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|   | <p><b>9-10.WHST.2.b.</b><br/>Develop 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.</p> <p><b>11-12.WHST.2.b.</b><br/>Develop 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.</p> <p><b>9-10.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>11-12.WHST.2.c.</b><br/>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>9-10.WHST.2.e.</b><br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>11-12.WHST.2.e.</b><br/>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> |

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|---|---|
|   | <p><b>9-10.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.WHST.4.</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.WHST.5.</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.WHST.5</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>11-12.WHST.6.</b><br/>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

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|   | <p><b>9-10.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.WHST.7.</b><br/>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>9-10.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>11-12.WHST.8.</b><br/>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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|---|--|
|   | <p><b>9-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>11-10.WHST.9.</b><br/>Draw evidence from informational texts to support analysis, reflection, and research.</p> |