

BusinessCenter21 Correlation to:
Illinois – Learning Standards for Early High School

Instructional Units

Introduction Unit

Accounting

Business Law

Economics & Personal Finance

Entrepreneurship

International Business

Management

Marketing



BusinessCenter21



APPLIED EDUCATIONAL SYSTEMS, Inc.

800-220-2175

www.aeseducation.com

Overview

This document demonstrates the correlation between the BusinessCenter21 curriculum supplied by Applied Educational Systems and the *Illinois - Learning Standards for Early High School*, published by the Illinois State Board of Education. The BusinessCenter21 (BC21) units are listed across the top row. The standards are listed in the first column. The checkmarks in the second column indicate that the standard is covered as part of the BC21 course. The bullet's marked in the remaining columns show where the standard is covered in the BC21 curriculum.

Source for standards listed on the following pages:

Illinois State Board of Education. *Illinois - Learning Standards for Early High School*. 2/10/2003
<<http://www.isbe.state.il.us/ils/default.htm>>.

ENGLISH LANGUAGE ARTS	BusinessCenter21 Course	Introduction Unit	Marketing	Business Law	Economics & Finance	Accounting	Intl. Business	Management	Entrepreneurship
STATE GOAL 1: Read with understanding and fluency.									
B. Apply reading strategies to improve understanding and fluency.									
1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	✓		●	●	●	●	●	●	●
1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	✓			●			●		●
1.B.4c Read age-appropriate material with fluency and accuracy.	✓		●	●	●	●	●	●	●
C. Comprehend a broad range of reading materials.									
1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	✓	●	●	●	●	●	●	●	●
1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	✓		●	●	●	●	●	●	●
STATE GOAL 3: Write to communicate for a variety of purposes.									
A. Use correct grammar, spelling, punctuation, capitalization and structure.									
3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	✓		●	●	●	●	●	●	●
B. Compose well-organized and coherent writing for specific purposes and audiences.									
3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	✓		●	●			●	●	●
3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	✓								●
3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.	✓		●	●			●	●	●

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C. Communicate ideas in writing to accomplish a variety of purposes.									
3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	✓		●	●			●	●	●
3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.	✓		●					●	●
STATE GOAL 4: Listen and speak effectively in a variety of situations.									
A. Listen effectively in formal and informal situations.									
4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	✓	●	●	●	●	●	●	●	●
4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	✓	●	●	●	●	●	●	●	●
4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	✓						●		
B. Speak effectively using language appropriate to the situation and audience.									
4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	✓		●						●
4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	✓		●						●

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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.									
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.									
5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	✓								●
5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	✓								●
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.									
5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	✓		●				●	●	●
5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	✓		●						●

MATHEMATICS	BusinessCenter21 Course	Introduction Unit	Marketing	Business Law	Economics & Finance	Accounting	Intl. Business	Management	Entrepreneurship
	STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.								
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.									
6.A.4 Identify and apply the associative, commutative, distributive and identity properties of real numbers, including special numbers such as pi and square roots.	✓				●	●	●		●
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.									
6.B.4 Select and use appropriate arithmetic operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook.	✓				●	●	●		●
D. Solve problems using comparison of quantities, ratios, proportions and percents.									
6.D.4 Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents.	✓				●	●			
STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.									
A. Measure and compare quantities using appropriate units, instruments and methods.									
7.A.4b Apply formulas in a wide variety of theoretical and practical real-world measurement applications involving perimeter, area, volume, angle, time, temperature, mass, speed, distance, density and monetary values.	✓				●	●	●		●
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.									
7.C.4c Convert within and between measurement systems and monetary systems using technology where appropriate.	✓						●		

SOCIAL SCIENCE	BusinessCenter21 Course	Introduction Unit	Marketing	Business Law	Economics & Finance	Accounting	Intl. Business	Management	Entrepreneurship
	STATE GOAL 15: Understand economic systems, with an emphasis on the United States.								
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.									
15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.	✓				●				
B. Understand that scarcity necessitates choices by consumers.									
15.B.4a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).	✓				●				
D. Understand trade as an exchange of goods or services.									
15.D.4a Explain the meaning and importance of "balance of trade" and how trade surpluses and deficits between nations are determined.	✓				●		●		
15.D.4b Describe the relationships between the availability and price of a nation's resources and its comparative advantage in relation to other nations.	✓						●		
15.D.4c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.	✓							●	