**8th Grade Middle School Business and Computer Science Standards**

**MSBCS-BCSIII-1: Students will reinforce keyboarding techniques.**

a) Identify and demonstrate appropriate techniques.

b) Identify ergonomic issues.

c) Refine touch method keyboarding speed and accuracy skills using the Alphanumeric and Numeric keypad.

**MSBCS-BCSIII-2: The students will demonstrate effective communication skills used to succeed in the business world.**

a) Verbal Communication

b) Written communication

c) Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

d) Explain the importance of proper etiquette for greeting and meeting people, dress code, attendance, and other workplace expectations.

e) Differentiate between verbal and non-verbal

**MSBCS-BCSIII-3: The students will demonstrate the ability to problem solve.**

a) Utilize brainstorming techniques

b) Identify cause and effects.

c) Understand how a process works.

d) Understand the big picture and beyond yourself.

**MSBCS-BCSIII-4: The students will exhibit critical thinking.**

a) Understanding the importance of making informed or educated decisions.

b) Develop cohesive and logical reasoning patterns.

c) Importance of accepting, rejecting or suspending judgment.

**MSBCS-BCSIII-5: The students will examine basics of accounting.**

a) Define credits and debits.

b) Identify account types (assets, liabilities, Income and Expenses).

c) Examine and create a balance sheet using a spreadsheet application.

d) Examine and create an income statement using a spreadsheet application.

**MSBCS-BCSIII-6: The students will examine basics of risk management.**

a) Define risk management.

b) Identify and assess risk in terms of impact and likelihood including proactive and reactive assessments. Example: Military and Ford (Bridgestone tire issue)

**MSBCS-BCSIII-7: The students will examine basics of entrepreneurship.**

a) Define entrepreneurship (National Standards for NBEA, pg. 70) and steps needed to start and maintain a business opportunity.

b) Distinguish the role of the entrepreneur in business.

c) Identify necessary traits of a successful entrepreneur.

d) Describe the difference between an employer and employee.

e) Differentiate between a manager and an entrepreneur.

**MSBCS-BCSIII-8: The students will examine basics of networking.**

a) Define key terms (servers, routers, hubs, LANs, WANs, queues, IP addresses)

b) Identify the types of networks and their features.

c) Create an example of a network using presentation software, Inspiration, and/or word processing applications.

d) Compare and contrast types of networks, including LANs versus WANs using a word processing application and/or spreadsheet application to demonstrate their understanding.

e) Describe, compare and contrast Internet protocols (e.g., http, https, and ftp) using a word processing application and/or spreadsheet application.

**MSBCS-BCSIII-9: The students will examine basics of business law.**

a) Identify sources of business law.

b) Understand the different classifications of business law.

c) Distinguish between civil and criminal law. Implementation Date Fall 2009

d) Identify different areas of civil law that impact business (ie., tort, contract, property law).

e) Differentiate among types of business crimes. (ie., arson, forgery, embezzlement, computer crimes).

f) Understand the applicability of business law from the standpoint of citizens, workers (includes business owners) and consumers in their communities and in society at large (ref. National Standards of NBEA, pg. 10).

g) Introduce to OSHA state and federal regulatory guidance.

h) Create a safety manual

i) Equal pay act

j) Describe their individual code of ethics using word processing application.

**MSBCS-BCSIII-10: The students will examine basics of marketing.**

a) List and describe the four elements of the marketing mix (product, place, price and promotion).

b) Explain the importance of target market relative to cultural diversity.

c) Address the elements of the marketing mix utilizing desktop publishing, word processing and/or web page application.

**MSBCS-BCSII-11: The student will examine educational requirements, job responsibilities, employment trends, and opportunities within different career pathways.**

a) Investigate the 21st Century career opportunities.

b) Evaluate several occupational interests, based on various criteria (educational requirements, starting salaries, trends, opportunities, and career ladders).

c) Describe and demonstrate effective communication skills (reading, writing, speaking, and listening) in a business environment.

d) Explain why people need to work (e.g., social contacts, make purchases for necessities, expand knowledge, develop skills to meet basic needs and for personal satisfaction and enjoyment.

e) Construct and/or update an Individual Career Plan that tailors to the student’s individual interests/goals.

f) Use the student’s Individual Career Plan to explore self-knowledge and academic aptitude and understand that career paths should be related to your individual traits.

**MSBCS-BCSIII-12: The student will demonstrate an understanding of economics.**

a) Compare and contrast microeconomics and macroeconomics. Implementation Date Fall 2009

b) Explain the concept of Scarcity.

c) Discuss elasticity of supply and demand (cause and effects)

d) Define and list examples of natural, human, and capital goods.

**MSBCS-BCSIII-13: The student will demonstrate an understanding of personal finance.**

a) Saving and investing

b) Earning a living

c) Budgeting

o Categorizing expenses (variable and fixed)

o Compare and contrast budgets and zero-based budget.