

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

ACCOUNTING	Approaches	Meets		
<b><u>I THE ACCOUNTING CYCLE</u></b>				
<b>Achievement Standard: Complete and Explain the purpose of the various steps in the accounting cycle.</b>				
<i>Level 3-4 Performance Expectations</i>				
Define accounting and explain the purpose of the accounting system	Ch 7, p.207; 212-213			
Demonstrate an understanding of the fundamental accounting equation	Ch 7, Ex 2, p. 246	Ch 7, Ex 6, p. 250-251	Ch 7, Ex 7, p.251-252	Ch 7, Ex 10, p. 253
	Ch 7, Ex 13, p. 256-257	Ch 8, Ex 2, p. 288	Ch 8, Ex 7, p. 293	Ch 9, Ex 6, p. 335
	Ch 13, p. 481-483			
Classify items as assets, liabilities, or owner's equity	Ch 7, Ex 2, p. 246	Ch 8, Ex 6, p. 291-292	Ch 8, Ex 8, p. 293-294	
Describe the purposes of the revenue, Expense, and drawing accounts and illustrate their effects on owner's equity	Ch 7, Ex 6, p. 250-251	Ch 7, Ex 8, p. 252	Ch 7, Ex 11, p. 254-255	Ch 7, Ex 13, p. 256-257
	Ch 8, p. 260 -263	Ch 8, Ex 2, p. 288	Ch 8, Ex 15, p. 299-300	Ch 9, Ex 6, p. 335
	Ch 10, Ex 1, p. 367			
Explain the double-entry system of accounting and apply debit and credit rules when analyzing business transactions	Ch 7, Ex 6, p. 250	Ch 8, Ex 6, p. 290		
Prepare and Explain the purposes of each financial statement and describe the way they articulate with each other	Ch 7, Ex 2, p. 246	Ch 7, Ex 7, p. 246	Ch 7, Ex 8, p. 252	Ch 8, Ex 6, p. 291-292
Use spreadsheet and accounting software to maintain accounting records and describe the differences between manual and computerized accounting systems	Ch 7, p. 207-223, 226-227, 229-244.	Ch 7 Ex 1, p. 245	Ch 7, Ex 2, p. 246	Ch 7, Ex 6, p. 250
	Ch 7, Ex 7, p. 251	Ch 7, Ex 8, p. 252	Ch 7, Ex 10, p. 253	Ch 7, Ex 11, p. 254
	Ch 7, Ex 13, p. 256	Ch 7, Ex 14, p. 257		
<i>Level 3*-4 Performance Expectation</i>				
Evaluate the effect of adjusting entries on financial statements	Ch 7, Ex 2 p. 246	Ch 7, Ex 8, p. 252	Ch 8, p. 276	Ch 8, Ex 8, p. 293

<b>II THE ACCOUNTING PROCESS</b>				
<b>Achievement Standard: Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.</b>				
<b>A. ASSETS</b>				
<i>Level 3-4 Performance Expectations</i>				
Define and identify current and long-term assets and Explain their impact on financial statements	Ch. 7, Ex 2, p. 246	Ch 8, Ex 6, p. 291-292		
Define cash; prepare bank reconciliations; establish, maintain, and reconcile petty cash and change accounts; identify cash control techniques; Explain the benefits of electronic fund transfers, automated teller machine transactions, electronic data interchange, automated bill paying, and uses of a debit card	Ch 7, Ex 6, p. 250	Ch 8, Ex 7, p. 293	Ch 8, Ex 5, p. 290-291	
Create and maintain the accounts receivable subsidiary ledger and an account for credit card sales	Ch 7, Ex 6, p. 250			
Establish and maintain accounts for receivables and related interest	Ch 7, Ex 6, p. 250	Ch 8, Ex. 13, p. 298	Ch 9, Ex 12, p. 339	
Compare and evaluate inventory concepts and costing procedures and apply these concepts and procedures to merchandising and manufacturing businesses	Ch 11, p. 377; 380; 456-457			
Explain the purpose of depreciation	Ch 8, Ex 8, p. 293-294			
Apply appropriate accounting concepts and techniques for acquisition, depreciation, and disposal of property, plant, and equipment	Ch 8, Ex 8, p. 293-294			
Use spreadsheet or accounting software to maintain accounting records for short-term and long-term assets	Ch 7, p. 207-223, 226-227, 229-244.	Ch 7, Ex 2, p. 246	Ch 7 Ex 1, p. 245	Ch 7, Ex 6, p. 250
	Ch 7, Ex 7, p. 251	Ch 7, Ex 8, p. 252	Ch 7, Ex 10, p. 253	Ch 7, Ex 11, p. 254
	Ch 7, Ex 13, p. 256	Ch 7, Ex 14, p. 257		
<i>Level 3*-4 Performance Expectations</i>				
Compare and analyze various depreciation methods and their impact on financial statements	Ch 8, Ex 8, p. 293-294			
<i>Level 4 Performance Expectations</i>				
Define short-term investments and describe the accounting concepts and techniques used to analyze and record transactions involving trading, available-for-sale, and held-to-maturity securities	Ch 7, Ex 11, p. 254	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-336	Ch 9, Ex 8, p. 337-338
Identify long-term investments that represent a significant degree of influence or controlling interest in another company	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-336	Ch 9, Ex 8, p. 337-338	

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>B. LIABILITIES</b>				
<i>Level 3-4 Performance Expectations</i>				
Define and identify current and long-term liabilities and Explain their impact on financial statements	Ch 7, Ex 2, p. 246	Ch 8, Ex 6, p. 291-292		
Use spreadsheet or accounting software to maintain accounting records for short-term and long-term liabilities	Ch 7, p. 207-223, 226-227, 229-244.	Ch 7 Ex 1, p. 245	Ch 7, Ex 2, p. 246	Ch 7, Ex 6, p. 250
	Ch 7, Ex 7, p. 251	Ch 7, Ex 8, p. 252	Ch 7, Ex 10, p. 253	Ch 7, Ex 11, p. 254
	Ch 7, Ex 13, p. 256	Ch 7, Ex 14, p. 257		
<i>Level 4 Performance Expectations</i>				
Use appropriate accounting concepts and techniques to analyze and record mortgage and lease obligations and subsequent principal and interest payments	Ch 8, p. 275-278			
Compare and contrast straight-line and effective interest amortization methods for bond premiums and discounts	Ch 8, p. 275-278			
<b>C. OWNER'S EQUITY</b>				
<i>Level 3-4 Performance Expectations</i>				
Explain the purpose of the capital and drawing accounts for a sole proprietorship. and partnership	Ch 7, Ex 2, p. 246	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
Explain the purpose of the capital stock and retained earnings accounts for a corporation	Ch 7, Ex 2, p. 246	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
	Ch 9, Ex 8, p. 337-338			
<i>Level 3*-4 Performance Expectations</i>				
Apply appropriate accounting techniques to account for investments and withdrawals by owners	Ch 7, Ex 2, p. 246	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
Explain the purpose of the following accounts: common stock, preferred stock, paid-in-capital, retained earnings, and dividends for a corporation	Ch 7, Ex 2, p. 246	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
Apply appropriate accounting concepts and techniques to analyze and record investments by stockholders and the declaration and payment of dividends	Ch 7, Ex 2, p. 246	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
<i>Level 4 Performance Expectation</i>				
Analyze the effect of cash dividends on financial statements	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337		

<b>III FINANCIAL STATEMENTS</b>				
<b>Achievement Standard: Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses.</b>				
<b>A. FINANCIAL STATEMENT PREPARATION AND ANALYSIS</b>				
<i>Level 3-4 Performance Expectations</i>				
Analyze the income statement and balance sheet of a business by comparing a vertical analysis with industry standards	Ch 7, Ex 2, p. 246	Ch 7, Ex 7, p. 252		
Analyze the statement of cash flows by comparing it with previous statements	Ch 7, Ex 2, p. 246	Ch 7, Ex 7, p. 252		
Use spreadsheet or accounting software to evaluate the impact of changes in operating procedures, accounting methods, and estimates on the financial statements and ratios	Ch 7, p. 207-223, 226-227, 229-244	Ch 7 Ex 1, p. 245	Ch 7, Ex 2, p. 246	Ch 7, Ex 6, p. 250
	Ch 7, Ex 7, p. 251	Ch 7, Ex 8, p. 252	Ch 7, Ex 10, p. 253	Ch 7, Ex 11, p. 254
	Ch 7, Ex 13, p. 256	Ch 7, Ex 14, p. 257		
Use a spreadsheet or accounting software to prepare charts and graphs useful in analyzing the financial condition of the business	Ch 9, p. 301-302, 310-311	Ch 9, Ex 6, p. 335	Ch 9, Ex 11, p. 339	
Research and analyze financial statements of corporations using a variety of sources (e.g., the Internet and primary source documentation)	Ch 9, Ex 7, p. 335-336	Ch 8, Ex 6, p. 291-292		
<i>Level 3*-4 Performance Expectations</i>				
Identify and define the three basic types of business activities operating, investing, and financing	Ch 7, Ex 2, p. 246	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-336
Prepare a statement of cash flows	Ch 7, Ex 2, p. 246	Ch 7, Ex 7, p. 250	Ch 7, Ex 8, p. 251	Ch 7, Ex 10, p. 254
	Ch 8, Ex 8, p. 294			
Analyze corporate financial data using a variety of sources (e.g., the Internet and primary source documentation)	Ch 7, Ex 11, p. 254-255	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-336	

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>B. INCOME STATEMENTS FOR THE THREE TYPES OF BUSINESS OPERATIONS</b>				
<i>Level 3-4 Performance Expectations</i>				
Determine cost of goods sold and gross profit for a merchandising business	Ch 8, Ex 2, p. 288			
<i>Level 3*-4 Performance Expectations</i>				
Determine cost of goods sold and gross profit for a manufacturing business	Ch 10, Ex 7, p. 373-374	Ch 12, p. 443-444	Ch 13, p. 481-483	
<i>Level 4 Performance Expectation</i>				
Define discontinued operations, Extraordinary items, and earnings per share and show how they are reported on the income statement or statement of operations	Ch 7, Ex 8, p. 252	Ch 8, Ex 6, p. 290-291	Ch 9, Ex 7, p. 335-336	
<b>IV SPECIAL APPLICATIONS</b>				
<b>Achievement Standard: Apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership.</b>				
<b>A. FORMS OF OWNERSHIP</b>				
<i>Level 3*-4 Performance Expectations</i>	Ch 10, p. 349; 372			
Apply appropriate accounting principles to government and not-for-profit entities	Ch 10, p. 349; 372			
<b>B. PAYROLL</b>				
<i>Level 3-4 Performance Expectations</i>				
Prepare and maintain payroll records using manual and computerized systems	Ch 7, p. 207 Ch 10, p. 349-354	Ch 8, p. 271-273 Ch 11, Ex 3, p. 415-416	Ch 8, Ex 10, p. 295-296 Ch 12, Ex 3, 464	Ch 10, Ex 6, p. 372 Ch 13, Ex 3, 493
Calculate earnings at an hourly and piece rate and on a salary, commission, and salary/commission basis	Ch 8, Ex 10, p. 295-296	Ch 8, p. 271-273	Ch 10, p. 325-353	
Calculate deductions including federal income tax, Social Security tax, Medicare tax, state income tax, and other deductions to determine net pay	Ch 8, p. 271-273 Ch 11, Ex 3, p. 415-416	Ch 8, Ex. 10, p. 295-296 Ch 12, Ex 3, 464	Ch 10, p. 350-351 Ch 13, Ex 3, 493	Ch 10, Ex 6, p. 371-372
Calculate employer's payroll taxes (e.g., Social Security, Medicare, federal unemployment, and state unemployment) and employee benefits paid by the employer	Ch 8, p. 271-273 Ch 11, Ex 3, p. 415-416	Ch 8, Ex. 10, p. 295-296 Ch 12, Ex 3, 464	Ch 10, p. 350-351	Ch 10, Ex 6, p. 371-372

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>D. MANAGERIAL ACCOUNTING PRINCIPLES AND SYSTEMS</b>				
<i>Level 3*-4 Performance Expectations</i>				
Apply appropriate accounting concepts and procedures for a process costing system	Ch 10, p. 373-374			
<b>V INTERPRETATION AND USE OF DATA</b>				
<b>Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.</b>				
<b>A. PLANNING AND CONTROL</b>				
<i>Level 3*-4 Performance Expectations</i>				
Prepare a budget for planning purposes	Ch 7, Ex. 6, p. 250-251 Ch 9, Ex 14, p. 341	Ch 7, Ex. 7, p. 251	Ch 7, Ex. 10, p. 253	Ch 8, Ex 9, p. 294
Use spreadsheet or accounting software for budget analysis	Ch 7, Ex. 6, p. 250-251	Ch 7, Ex. 7, p. 251	Ch 7, Ex. 10, p. 253	Ch 9, Ex 14, p. 341
<i>Level 4 Performance Expectations</i>				
Prepare master and flexible budgets and use them to evaluate performance	Ch 7, Ex. 6, p. 250-251	Ch 7, Ex. 7, p. 251	Ch 7, Ex. 10, p. 253	Ch 9, Ex 14, p. 341
<b>B. DECISION MAKING</b>				
<i>Level 4 Performance Expectations</i>				
Apply differential analysis to make the following types of decisions: making or buying a product; leasing or buying and asset; discontinuing a department, plant, or product; offering discounted prices on special orders; replacing or repairing equipment	Ch 8, Ex 13, p. 298	Ch 9, Ex 13, p. 340	Ch 10, Ex 7, p. 373	
Apply present-value concepts to evaluate capital investment opportunities	Ch 8, Ex 8, p. 294			

<b>BUSINESS LAW</b>	Approaches	Meets
<b>IV BUSINESS ORGANIZATIONS</b>		
<b>Achievement Standard: Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace.</b>		
<b>B. CORPORATIONS</b>		
<i>Level 3 Performance Expectations</i>		
Differentiate between common and preferred stock	Ch 8, p. 291-293	Ch 9 p. 335-337
Identify shareholder rights (e.g., right to receive dividends, right to vote, right to inspect the books) and preemptive rights	Ch 8, p. 291-293	
Explain the nature of the shareholders' liability	Ch 8, p. 291-293	
Describe when promoters, directors, and officers, are liable to the corporation, shareholders, and third persons	Ch 8, p. 291-293	

Career Development	Approaches	Meets		
<b>I SELF-AWARENESS</b>				
<b>Achievement Standard: Asses personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career Exploration and development.</b>				
<b>A. PERSONAL SKILLS, ABILITIES, AND APTITUDES</b>				
<i>Level 1 Performance Expectations</i>				
List positive characteristics about yourself	Ch 4, Ex 4, p. 122			
<i>Level 2 Performance Expectations</i>				
Identify individual talents and interests	Ch 4, Ex 4, p. 122	Ch 5, Ex 21, p. 172		
<i>Level 3 Performance Expectations</i>				
Assess and analyze personal talents, values, and interests as they may relate to a future career based on the completion of standardized career interest and personality indicator assessments	Ch 5, Ex 20, p. 171-172	Ch 5, Ex 21, p. 172		
Compare personal skills and aptitudes with various career options	Ch 5, Ex 20, p. 171-172	Ch 5, Ex 21, p. 172		
Identify transferable competencies and job-specific skills related to career and job options	Ch 5, Ex 20, p. 171-172	Ch 5, Ex 21, p. 172		
<i>Level 4 Performance Expectations</i>				
Reassess and analyze individual talents, values, personal characteristics, and interests as they relate to changing career decisions based on the completion of standardized interest and personality indicator instruments and career interest and skills assessments (e.g., Myers Briggs Type Indicator, Strong Interest Inventory, and FIRO-B)	Ch 5, Ex 20, p. 171-172	Ch 5, Ex 21, p. 172		
Reassess transferable competencies and job-specific skills related to career and job options	Ch 5, Ex 20, p. 171-172	Ch 5, Ex 21, p. 172		
<b>B. PERSONAL STRENGTHS AND WEAKNESSES</b>				
<i>Level 1 Performance Expectation</i>				
Identify personal strengths and weaknesses	Ch 5, Ex 20, p. 171-172	Ch 5, Ex 21, p. 172		
<i>Level 4 Performance Expectations</i>				
Match personal strengths to appropriate jobs and careers to maximize career potential				

<b>II CAREER RESEARCH</b>				
<b>Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities.</b>				
<b>A. CAREER RESOURCES AND RELATED INFORMATION</b>				
<i>Level 1 Performance Expectations</i>				
Identify and describe career of family members and/or friends	Ch 6, Ex 4, p. 202			
<i>Level 2 Performance Expectations</i>				
Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, and the Internet) in the career Exploration process	Ch 2, p. 23-34	Ch 2, Ex 3, p. 56		
<i>Level 4 Performance Expectations</i>				
Analyze a specific career cluster, using a variety of research tools (e.g., college career center/counselors, professional and trade associations, career fairs, informational interviews, print media, and the Internet)	Ch 2, p. 23-34	Ch 2, Ex 3, p. 56		
Analyze important relocation issues to be considered in making career or job choices	Ch 2, Ex 3, p. 56			
<b>B. INTERNATIONAL CAREER OPPORTUNITIES</b>				
<i>Level 3 Performance Expectations</i>				
Describe the culture of a particular country and discuss the available career choices in that culture	Ch 14, Ex 7, p. 530			
<b>III WORKPLACE EXPECTATIONS</b>				
<b>Achievement Standard: Relate the importance of workplace Expectations to career development.</b>				
<b>A. WORK ETHIC</b>				
<i>Level 1 Performance Expectations</i>				
Demonstrate personal qualities related to employability (e.g., promptness, ability to get along with others, dependability, willingness to ask questions, respect of diversity, and communication skills)	Ch 4, Ex 4 p. 122 Ch 5, Ex 21, p. 172	Ch 4, p. 108	Ch 5, Ex 13 p. 165	Ch 5, Ex 20, p. 170-172
<i>Level 4 Performance Expectations</i>				

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

Describe techniques for demonstrating personal accountability and work productivity	Ch 4, p. 108	Ch 4, Ex 4 p. 122	Ch 4, Ex 5 p. 122	Ch 7, p. 226-227
	Ch 7, Ex 5, p. 249-250	Ch 14, p. 515-518		

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>B. WORKPLACE RELATIONSHIPS</b>				
<i>Level 1 Performance Expectations</i>				
Demonstrate the importance of cooperation among people to accomplish a task	Ch 4, p. 108 Ch 7, p. 226-227	Ch 4, Ex 4 p. 122 Ch 7, Ex 5, p. 249-250	Ch 4, Ex 5 p. 122 Ch 14, p. 515-518	Ch 5, Ex 13 p. 165
<i>Level 2 Performance Expectations</i>				
Explain the importance of respect for the feelings and beliefs of others	Ch 14, Ex 7, p. 530-531			
<i>Level 3 Performance Expectations</i>				
Demonstrate appropriate interpersonal skills for working with and for others	Ch 4, p. 108 Ch 5, Ex 13 p. 165	Ch 4, Ex 4 p. 122 Ch 7, p. 226-227	Ch 4, Ex 5 p. 122 Ch 7, Ex 5, p. 249-250	Ch 14, p. 515-518
<i>Level 4 Performance Expectations</i>				
Demonstrate the ability to use assertive behavior in work relationships	Ch 14, Ex. 8, p. 531			
Demonstrate the ability to function as a proactive, productive team member in the workplace	Ch 4, p. 108 Ch 7, p. 226-227	Ch 4, Ex 4 p. 122 Ch 7, Ex 5, p. 249-250	Ch 4, Ex 5 p. 122 Ch 14, p. 515-518	Ch 5, Ex 13 p. 165
<b>C. WORKPLACE DIVERSITY</b>				
<i>Level 1 Performance Expectations</i>				
Discuss the importance of being able to work productively with people who are different from oneself	Ch 4, p. 108 Ch 7, p. 226-227	Ch 4, Ex 4 p. 122 Ch 7, Ex 5, p. 249-250	Ch 4, Ex 5 p. 122 Ch 14, p. 515-518	Ch 5, Ex 13 p. 165
<i>Level 2 Performance Expectations</i>				
Describe different cultural behaviors and Expectations	Ch 14, Ex 7, p. 530			
Identify stereotypes, biases, and discriminatory behaviors that may impact opportunities for women and men in certain occupations	Ch 14, Ex 7, p. 530			
Describe how physical, intellectual, and cultural diversity can strengthen workplace effectiveness	Ch 14, Ex 7, p. 530			
<i>Level 3 Performance Expectations</i>				
Formulate strategies for working effectively with coworkers of varying age groups, cultures, and mental or physical abilities	Ch 2, p. 46 Ch 14, p. 516-519	Ch 4, Ex 4, p.122 Ch 14, Ex 7, p. 530	Ch 5, p. Ex 13, 165	Ch 7, p. 225-227
<i>Level 4 Performance Expectations</i>				
Discuss and demonstrate the skills necessary to function as a member of a diverse workforce (e.g., diplomacy, patience, willingness to compromise, and ability to listen)	Ch 4, p. 108 Ch 7, p. 226-227	Ch 4, Ex 4 p. 122 Ch 7, Ex 5, p. 249-250	Ch 4, Ex 5 p. 122 Ch 14, p. 515-518	Ch 5, Ex 13 p. 165

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>D. WORKPLACE COMMUNICATION SKILLS (Refer to the Employment Communication and Organizational Communication sections of the Communication Standards for a comprehensive listing of workplace communication competencies)</b>				
<i>Level 1 Performance Expectation</i>				
Demonstrate effective interpersonal skills in the home, school, and community	Ch 4, p. 108 Ch 7, p. 226-227	Ch 4, Ex 4 p. 122 Ch 7, Ex 5, p. 249-250	Ch 4, Ex 5 p. 122 Ch 14, p. 515-518	Ch 5, Ex 13 p. 165
<i>Level 2 Performance Expectations</i>				
Express thoughts and ideas succinctly and correctly using various forms of communication (e.g., oral, written, and nonverbal)	Ch 2, p. 37; 46 Ch 5, Ex 5, p. 161 Ch 6, Ex 3, p. 201 Ch 7, p. 209	Ch 4, p. 93-95; 108 Ch 5, Ex 10, p. 163 Ch 6, Ex 5, p. 202 Ch 14, p. 500	Ch 4, Ex 1 - 6, 8 - 10, 14 - 15, p. 119-127 Ch 5, Ex 19, p. 169 Ch 6, Ex 8, p. 203	Ch 5, Ex 2, p. 158 Ch 5, Ex 21, p. 172 Ch 6, Ex 10, p. 204
<i>Level 3 Performance Expectations</i>				
Develop skills to give and receive constructive criticism	Ch 2, p. 46 Ch 14, Ex 9, p. 532 Ch 14, p. 505	Ch 4, p. 108 Ch 14, Ex 7, p. 530 Ch 14, p. 516-519	Ch 4, Ex 4, p.122 Ch 4, Ex 15, p. 127 Ch 14, Ex 8, p. 531	Ch 4, Ex 5, p. 123 Ch 7, p. 225-227 Ch 15, Ex 5, p. 558-559
Demonstrate appropriate telephone and e-mail etiquette skills	Ch 2, p. 35-38 Ch 4, Ex 14, p. 127 Ch 5, Ex 10, p. 163 Ch 6, Ex 3, p. 201 Ch 7, p. 209	Ch 2, p. 37; 46 Ch 4, Ex 15, p. 127 Ch 5, Ex 13, p. 165 Ch 6, Ex 5, p. 202 Ch 14, p. 500	Ch 4, p. 93-95; 108 Ch 5, Ex 2, p. 158 Ch 5, Ex 19, p. 169 Ch 6, Ex 8, p. 203	Ch 4, Ex 1 - 10, p. 119-125 Ch 5, Ex 5, p. 161 Ch 5, Ex 21, p. 172 Ch 6, Ex 10, p. 204
<i>Level 4 Performance Expectations</i>				
Create and interpret technical writing samples	Ch 6, p. 203			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>E. CONTINUAL SKILLS IMPROVEMENT</b>				
<i>Level 1 Performance Expectations</i>				
Discuss the importance of improving skills and learning new ones	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531	Ch 14, Ex 9, p. 532	
<i>Level 2 Performance Expectations</i>				
Explain the need for continual skills improvement to ensure lifelong career success	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531	Ch 14, Ex 9, p. 532	
<i>Level 3 Performance Expectations</i>				
Identify ways to use feedback to improve skills	Ch 2, p. 46	Ch 4, p. 108	Ch 4, Ex 4, p.122	Ch 4, Ex 5, p. 123
	Ch 4, Ex 15, p. 127	Ch 7, p. 225-227	Ch 14, p. 505	Ch 14, p. 516-519
	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531	Ch 14, Ex 9, p. 532	Ch 15, Ex 5, p. 558-559
<i>Level 4 Performance Expectations</i>				
Explain how feedback can be incorporated to make changes and improve performance	Ch 2, p. 46	Ch 4, p. 108	Ch 4, Ex 4, p.122	Ch 4, Ex 5, p. 123
	Ch 4, Ex 15, p. 127	Ch 7, p. 225-227	Ch 14, p. 505	Ch 14, p. 516-519
	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531	Ch 15, Ex 5, p. 558-559	
<b>F. VIRTUAL WORK ENVIRONMENT</b>				
<i>Level 3 Performance Expectation</i>				
Compare how performing a job in a virtual work environment differs from performing the same job in a traditional work setting	Ch 5, Ex, 4, p. 159			
<i>Level 4 Performance Expectations</i>				
Determine the appropriate mode of communication (e.g., print, electronic, face-to-face) for various workplace communications	Ch 2, p.13-25	Ch 9, p. 301-302		
<b>G. CAREER AND JOB SELF-MANAGEMENT</b>				
<i>Level 3 Performance Expectations</i>				
Demonstrate project planning and management skills	Ch 10, p. 355-357			

<b>V SCHOOL-TO-CAREER TRANSITION</b>				
<b>Achievement Standard: Develop. strategies to make an effective transition from school to career.</b>				
<b>A. WORKPLACE EXPERIENCES</b>				
<i>Level 2 Performance Expectations</i>				
Research career clusters through a variety of resources (e.g., field trips, speakers, online searches, case studies, job shadowing, and community service)	Ch 2, p.1-12			
<b>B. CAREER DEVELOPMENT FILE AND EMPLOYMENT PORTFOLIO</b>				
<i>Level 1 Performance Expectations</i>				
Identify Examples of school work to be included in a portfolio	Ch 5, Ex 1, p. 158			
<i>Level 2 Performance Expectations</i>				
Assemble Examples of school work that demonstrates useful skills	Ch 5, Ex 1, p. 158			
Begin developing a portfolio of achievements and Experiences including awards, Extracurricular activities, and community service	Ch 5, Ex 1, p. 158			
<i>Level 3 Performance Expectations</i>				
Prepare paper and electronic resumes and cover letters	Ch 4, Ex 4, p. 122	Ch 5, Ex 20, p. 170-172		
Assemble a career development file for use in lifelong career activities that includes transcripts, diplomas, certificates, licenses, forms of identification, and educational and employment history information	Ch 5, Ex 1, p. 158			
Develop. a career portfolio of items including resumes, sample cover letters, letters of recommendation, Examples of work and technical skills, awards, and documentation of Extracurricular activities and community service activities	Ch 1, p. 3-22	Ch 5, Ex 1, p. 158		
Use evolving technologies to enhance the career portfolio	Ch 1, p. 3-22	Ch 5, Ex 1, p. 158		

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>C. JOB SEARCH STRATEGIES</b>				
<i>Level 2 Performance Expectations</i>				
Demonstrate proper etiquette for meeting and greeting people				
<i>Level 3 Performance Expectations</i>				
Explain the importance of researching prospective employers	Ch 2, Ex 3, p. 56			
Identify appropriate sources of job leads (e.g., newspapers, trade journals, Internet job banks, and personal networking)	Ch 2, p. 23-34	Ch 2, Ex 3, p. 56		
<i>Level 4 Performance Expectations</i>				
Demonstrate the ability to research prospective employers and jobs using all available resources (e.g., print media, onsite and telephone interviews, job shadowing, internship, job fairs, and Internet researching)	Ch 2, p. 23-34	Ch 2, Ex 3, p. 56		
Demonstrate the ability to prepare and transmit electronic resumes and cover letters that meet business standards	Ch 5, Ex 20, p. 170			
Create a personal web site for the presentation of the career portfolio	Ch 15, p. 547-548			
Maintain an organizational and tracking database for the job search	Ch 11, p.377-406	Ch 13, p. 469-496		
Describe electronic and telecommunication job search tools (e.g., Internet job banks; electronic resumes; and electronic, telephone, and videoconferencing interviews)	Ch 2, Ex 3, p. 56	Ch 5, Ex 20, p. 170		
<b>VI LIFELONG LEARNING</b>				
<b>Achievement Standard: Relate the importance of lifelong learning to career success</b>				
<b>A. PERSONAL GROWTH</b>				
<i>Level 4 Performance Expectations</i>				
Identify resources for accessing lifelong learning (e.g., printed, interpersonal, electronic, and educational resources)	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531	Ch 14, Ex 9, p. 532	
<b>B. CAREER GROWTH</b>				
<i>Level 4 Performance Expectations</i>				

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

Identify and use appropriate sources of lifelong learning to strengthen Existing skills, develop. new skills, and maximize career growth (e.g., Internet, educational institutions, employer-provided training programs, self-study, mentoring, and internship)	Ch 2, p. 23- 35	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531	Ch 14, Ex 9, p. 532
---	-----------------	---------------------	---------------------	---------------------

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

COMMUNICATION	Approaches	Meets		
<b>I FOUNDATIONS OF COMMUNICATION</b>				
<b>Achievement Standard: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</b>				
<b>A. ORAL COMMUNICATION</b>				
<i>Level 1 Performance Expectations</i>				
Select language appropriate to the situation	Ch 14, p. 498			
Participate in group discussion and role-playing	Ch 2, p. 46			
Ask questions with confidence to elicit general information	Ch 5, Ex 13, p. 165			
Use Proper telephone techniques and etiquette	Ch 5, Ex 13, p. 165			
<i>Level 2 Performance Expectations</i>				
Organize thoughts to reflect logical thinking before speaking	Ch 14, p. 498-499			
Express opinions and discuss issues positively and tactfully	Ch 2, p. 46	Ch 14, p. 498		
Identify regional and cultural differences in spoken communication	Ch 14, Ex 7, p. 530			
Plan and present short presentations, individually or as a member of a group	Ch 14, p. 497-519	Ch 14 Ex 1 - 10, p. 525-532	Ch 15, p. 545	Ch 15, Ex 4, p. 557-558
Exchange ideas in a formal/informal setting	Ch 14, p. 517-519			
Use appropriate telephone techniques to gather and record information	Ch 5, Ex. 13, p. 165	Ch 5, Ex. 13, p. 166		
<i>Level 3 Performance Expectations</i>				
Demonstrate an awareness and acceptance of international, regional, and multicultural speech	Ch 14, Ex 7, p. 530			
Discuss the preliminary steps involved in creating oral presentations	Ch 14, p. 497-498; 503-504; 511-517	Ch 14 Ex 1 - 10, p. 525-532	Ch 15, Ex 1, p. 555	Ch 15, Ex 2, p. 556
	Ch 15, Ex 3, p. 556-557	Ch 15, Ex 4, p. 557-558		
Use proper techniques to make a formal oral presentation	Ch 14, p. 497-498; 503-504; 511-517	Ch 14 Ex 1 - 10, p. 525-532	Ch 15, Ex 1, p. 555	Ch 15, Ex 2, p. 556
	Ch 15, Ex 3, p. 556-557	Ch 15, Ex 4, p. 557-558	Ch 15, Ex 5 p. 558	
Use technology to enhance oral presentations	Ch 14, 499-520	Ch 14, 533-551	Ch 14 Ex 1 - 10, p. 525-532	Ch 15, Ex 1 - 5, p. 555-558
Answer questions in formal and informal situations	Ch 4, Ex. 1, p. 118			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 4 Performance Expectations</i>				
Interact effectively with people from various cultural, ethnic, and racial backgrounds by avoiding the use of culturally offensive language	Ch 14, Ex 7, p. 530			
Use standard English when speaking on the job, especially avoiding the use of slang and unfamiliar jargon and technical terms	Ch 14, p. 498			
Function as a team member to identify and solve several problems inherent in a capstone project	Ch 3, p. 67-71			
Deliver impromptu and planned speeches with confidence	Ch 14, p. 497-499	Ch 14, Ex 7, p. 530-531	Ch 14, Ex 8, p. 531	Ch 14, Ex 9, p. 532
	Ch 14, Ex 10, p. 532	Ch 15, Ex 2. p. 556	Ch 15, Ex 3. P. 556-557	Ch 15, Ex 4, p. 558
Demonstrate ability to speak persuasively for a specific cause	Ch 14, Ex 10, p. 532	Ch 15, Ex 3. p. 556-557	Ch 15, Ex 4, p. 558	
Present findings of capstone projects in a formal presentation using appropriate graphics, media, and support materials	Ch 14, p. 504-505; 506-517	Ch 14 Ex 1 - 10, p. 525-532	Ch 15, p. 533-551	Ch 15, Ex 1 - 5, p. 555-558
<b>B. INFORMATIONAL READING</b>				
<i>Level 1 Performance Expectations</i>				
Read textbooks and online sources for information	All Chapters			
Demonstrate reading comprehension by restating or summarizing	All Chapters			
Retain and interpret information gained through reading	All Chapters			
Apply reading skills to gather information from casual print and electronic media	All Chapters			
Analyze the integrity of print and electronic information	All Chapters			
Read and follow simple directions	All Chapters			
<i>Level 2 Performance Expectations</i>				
Distinguish between fact, inference, and judgment in print and electronic materials	Ch 2, p. 24			
Expand vocabulary to include simple business terms	All chapters			
Expand scope of reading materials to include business-related publications	Ch 6, p. 204	Ch 6, 201-202		
Use contextual clues to recognize word meaning	Chapters 10, 11, 14, 15			
Determine when print and electronic media may have been used out of context to distort reality	Ch 2, p. 24			
Demonstrate basic research techniques to find print and electronic information	All chapters (Excluding 11)			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 3 Performance Expectations</i>				
Use corporate vocabulary appropriate for entry-level jobs	Ch 8			
Interpret business messages, professional articles, and supporting graphic materials	Ch 7, 207-213	Ch 9	Ch 12	
Interpret information from manuals, computer printouts, and electronic sources	All chapters			
Select an appropriate reading method (e.g., skimming, scanning, speed-reading, and in-depth reading) for a particular situation	All chapters			
Research information using the Internet and select appropriate materials for reports and presentations	Ch 2, p. 23-35	Ch 6, p. 204	Ch 14, Ex 7, p. 530-531	Ch 14, Ex 8, p. 531
	Ch 14, Ex 9, p. 531-532	Ch 15, Ex 2, p. 556	Ch 15, Ex 3, p. 556-557	Ch 15, Ex 4, p. 557
Identify published misinformation in print and electronic formats	Ch 2, p. 24			
<i>Level 4 Performance Expectations</i>				
Use a comprehensive corporate vocabulary	Ch 8, p. 291-293			
Explain career-specific terminology	Ch 8, p. 291-293			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>C. WRITTEN COMMUNICATION</b>				
<i>Level 1 Performance Expectations</i>				
Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing	Ch 2, p. 37; 46	Ch 4, p. 93-95; 108	Ch 4, Ex 1 - 6, 8 - 10, p. 119-125	Ch 4, Ex 14, p. 127
	Ch 4, Ex 15, p. 127	Ch 5, Ex 2, p. 158	Ch 5, Ex 5, p. 161	Ch 5, Ex 10, p. 163
	Ch 5, Ex 19, p. 169	Ch 5, Ex 21, p. 172	Ch 6, Ex 3, p. 201	Ch 6, Ex 5, p. 202
	Ch 6, Ex 8, p. 203	Ch 6, Ex 10, p. 204	Ch 7, p. 209	Ch 14, p. 500
Write logical, coherent phrases, sentences, and paragraphs incorporating correct spelling, grammar, and punctuation	Ch 2, p. 37; 46	Ch 4, p. 93-95; 108	Ch 4, Ex 1 - 6, 8 - 10, p. 119-125	Ch 4, Ex 14, p. 127
	Ch 4, Ex 15, p. 127	Ch 5, Ex 2, p. 158	Ch 5, Ex 5, p. 161	Ch 5, Ex 10, p. 163
	Ch 5, Ex 19, p. 169	Ch 5, Ex 21, p. 172	Ch 6, Ex 3, p. 201	Ch 6, Ex 5, p. 202
	Ch 6, Ex 8, p. 203	Ch 6, Ex 10, p. 204	Ch 7, p. 209	Ch 14, p. 500
Compose Simple requests for information, reports, and summaries	Ch 2, Ex 4, p.56	Ch 2, Ex 11, p.58	Ch 2, Ex 12, p.58	Ch 4, p. 87-96
	Ch 4, Ex 1, p. 119-120	Ch 4, Ex 4, p. 122	Ch 5, p. 144-146	Ch 5, Ex. 6, p.164
	Ch 5, Ex. 18, p.169	Ch 5, Ex. 22, p.172-173	Ch 6, Ex 5, p. 202	Ch 6, Ex 8, p. 203
	Ch 6, Ex 9, p. 204	Ch 6, Ex 10, p. 204	Ch 9, Ex 1, p. 330	Ch 13, p. 469-470; 473
Edit and revise written work	Ch1, p. 7	Ch 4, p. 90; 92-93; 95-99; 100; 108-109; 110	Ch 4, Ex 4, p. 122	Ch 4, Ex 5, p. 123
	Ch 4, Ex 13, p. 126	Ch 5, Ex. 1, p. 158	Ch 5, Ex. 15, p. 167	Ch 5, Ex. 20, p. 171
	Ch 5, Ex. 21, p. 172	Ch 5, Ex. 22, p. 172-173	Ch 14, p. 500; 505	Ch 15, p. 550
Take simple notes	Ch 5, p. 138	Ch 6, Ex. 4, p. 202	Ch 14, 511; 514	Ch 14, Ex 7, p. 530
	Ch 14, Ex 8, p. 530-531	Ch 14, Ex 9, p. 532	Ch 15, p. 537	Ch 15, Ex 3, p. 557

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 2 Performance Expectations</i>				
Develop. an outline to facilitate logical and understandable written documents	Ch 6, p. 181-183			
Use acceptable standards for grammar, mechanics, and word usage	Ch 2, p. 37; 46	Ch 4, p. 93-95; 108	Ch 4, Ex 1 - 6, 8 - 10, p. 119-125	Ch 5, Ex 2, p. 158
	Ch 4, Ex 14, p. 127	Ch 4, Ex 15, p. 127	Ch 5, Ex 5, p. 161	Ch 5, Ex 10, p. 163
	Ch 5, Ex 19, p. 169	Ch 5, Ex 21, p. 172	Ch 6, Ex 3, p. 201	Ch 6, Ex 5, p. 202
	Ch 6, Ex 8, p. 203	Ch 6, Ex 10, p. 204	Ch 7, p. 209	Ch 14, p. 500
Document properly both print and electronic sources to avoid plagiarism	Ch 2, p. 34			
Write coherent business messages, instructions, descriptions, summaries, and reports using appropriate formats	Ch 2, Ex 4, p.56	Ch 2, Ex 11, p.58	Ch 2, Ex 12, p.58	Ch 4, p. 87-96
	Ch 4, Ex 1, p. 119-120	Ch 4, Ex 4, p. 122	Ch 14, Ex 9, p. 532	Ch 5, p. 144-146
	Ch 5, Ex. 6, p.164	Ch 5, Ex. 18, p.169	Ch 5, Ex. 22, p.172-173	Ch 6, Ex 5, p. 202
	Ch 6, Ex 10, p. 204	Ch 6, Ex 8, p. 203	Ch 6, Ex 9, p. 204	Ch 9, Ex 1, p. 330
	Ch 13, p. 469-470; 473	Ch 14, 511; 514	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 530-531
	Ch 15, Ex 3, p. 557	Ch 15, p. 537		
Proofread documents to ensure correct grammar, spelling, and punctuation	Ch 4, p. 93-94	Ch 5, Ex. 20, p. 170-171		
<i>Level 3 Performance Expectations</i>				
Identify factors affecting the readability of text	Ch 5, p. 130-131; 138-141; 146-147	Ch 5, Ex 3, p. 149	Ch 5, Ex 4, p. 149	Ch 5, Ex 7, p. 162
	Ch 5, Ex 8, p. 162	Ch 5, Ex 20, p. 170-171	Ch 5, Ex 21, p. 172	Ch 5, Ex 22, p. 172-173
	Ch 6, p. 178, 184			
Use acceptable steps in the writing process	Ch 2, p. 46	Ch 5, Ex 18, p. 165-166	Ch 5, Ex 22, p. 172	Ch 6, Ex 9, p. 202
Apply a variety of specific proofreading techniques to identify and correct errors	Ch 4, p. 93-94	Ch 5, Ex. 20, p. 170-171		
Compare drafts to final documents and make editorial changes	Ch 4, p. 93-94	Ch 5, Ex. 20, p. 170-171		
Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous	Ch 2, Ex 4, p.56	Ch 2, Ex 11, p.58	Ch 2, Ex 12, p.58	Ch 4, p. 87-96
	Ch 4, p. 93-94	Ch 4, Ex 1, p. 119-120	Ch 4, Ex 4, p. 122	Ch 5, p. 144-146
	Ch 5, Ex. 6, p.164	Ch 5, Ex. 20, p. 170-171	Ch 5, Ex. 18, p.169	Ch 5, Ex. 22, p.172-173
	Ch 6, Ex 5, p. 202	Ch 6, Ex 8, p. 203	Ch 6, Ex 9, p. 204	Ch 6, Ex 10, p. 204
	Ch 9, Ex 1, p. 330	Ch 13, p. 469-470; 473	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 530-531
	Ch 14, 511; 514	Ch 14, Ex 9, p. 532	Ch 15, Ex 3, p. 557	Ch 15, p. 537
Compare appropriate messages for specific audiences	Ch 4, Ex 15, p. 127	Ch 6, p. 191-192	Ch 14, p. 498	Ch 15, p. 545
Compose messages that promote positive human relations	Ch 14, Ex 7, p. 530			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

Prepare formal and informal reports using suitable format and supplementing with appropriate graphics	Ch 2, Ex. 4, p. 56	Ch 2, Ex. 11, p. 58	Ch 2, Ex. 12, p. 58	Ch 4, p. 89-91
	Ch 5, Ex. 12 p. 164-165	Ch 5, Ex. 18 p. 168-169	Ch 5, Ex. 22 p. 172-173	Ch 6, p. 185
	Ch 6, p. 193	Ch 6, Ex 2, p. 201	Ch 6, Ex 9, p. 204	Ch 9, p. 309-311
	Ch 9, Ex. 13, p. 340	Ch 13, p. 470-473	Ch 13, Ex 9, p. 495	Ch 13, Ex 10, p. 495
Analyze routine business problems both individually and collaboratively and respond in print and electronic message form	Ch 2, p. 35-39	Ch 5, Ex. 13, p. 165		
Compose and produce a variety of business message and reports using correct style, format, and content	Ch 2, Ex. 4, p. 56	Ch 2, Ex. 11, p. 58	Ch 2, Ex. 12, p. 58	Ch 4, p. 89-91
	Ch 4, Ex 2, p. 120	Ch 4, Ex 4, p. 122	Ch 4, Ex 5, p. 122	Ch 5, Ex 4, p. 159-160
	Ch 5, Ex 20, p. 170-171	Ch 6, p. 185	Ch 6, p. 195-197	Ch 6, Ex 10, p. 204
	Ch 12, p. 445-451	Ch 13, p. 470-473	Ch 13, Ex. 2, p. 492	Ch 13, Ex 7, p. 494
	Ch 13, Ex 8, p. 494	Ch 13, Ex 9, p. 495	Ch 13, Ex 11, p. 496	Ch 13, Ex. 12, p. 496
	Ch 14, Ex 5, p. 528	Ch 14, Ex 6, p. 529	Ch 14, Ex 7, p. 530	Ch 14, Ex 8, p. 531
	Ch 14, Ex 9, p. 532	Ch 14, Ex 10, p. 532	Ch 14, p. 497-516	Ch 15, Ex. 2, p. 556
<i>Level 4 Performance Expectations</i>				
Prepare industry-specific technical reports incorporating graphics	Ch 2, Ex. 4, p. 56	Ch 2, Ex. 11, p. 58	Ch 2, Ex. 12, p. 58	Ch 4, p. 89-91
	Ch 5, Ex. 12 p. 164-165	Ch 5, Ex. 18 p. 168-169	Ch 5, Ex. 22 p. 172-173	Ch 6, Ex 2, p. 201
	Ch 6, Ex 9, p. 204	Ch 7, p.228	Ch 9, p. 309-311	Ch 9, Ex. 13, p. 340
	Ch 13, p. 470-473	Ch 13, Ex 9, p. 495	Ch 13, Ex 10, p. 495	
Research, analyze, and prepare collaboratively a written response to a complex business project	Ch 4, Ex 4, p.122	Ch 7, p. 225-227	Ch 14, p. 516-519	
Edit business documents to improve content and effectiveness	Ch 2, p. 37; 46	Ch 4, p. 93-95; 108	Ch 4, Ex 1 - 6, 8 - 10, 14, 15, p. 119-127	Ch 5, Ex 2, 5, 10, 19, 21, p. 158-172
	Ch 6, Ex 3, 5, 8, 10, p. 201-204	Ch 7, p. 209	Ch 14, p. 500	

<b>II SOCIAL COMMUNICATION</b>				
<b>Achievement Standard: Apply basic social communication skills in personal and professional situations.</b>				
<b>A. POSITIVE SELF-CONCEPT AND IMAGE</b>				
<i>Level 1 Performance Expectations</i>				
Use courtesy and tact when dealing with others	Ch 5, Ex 13, p. 165			
Use basic etiquette and manners in a given situations	Ch 5, Ex 13, p. 165			
<i>Level 2 Performance Expectations</i>				
Demonstrate appropriate manners and etiquette when interacting with people of diversity (e.g., age and cultural)	Ch 14, Ex 7, p. 530			
<i>Level 3 Performance Expectations</i>				
Demonstrate an understanding of and respect for the business customs and etiquette of various cultures	Ch 14, Ex 7, p. 530			
<i>Level 4 Performance Expectations</i>				
Use appropriate manners and etiquette when relating to businesspeople of various cultures	Ch 5, Ex 13, p. 165	Ch 14, Ex 7, p. 530		
Demonstrate appropriate manners and etiquette in a variety of social settings	Ch 5, Ex 13, p. 165			
<b>B. HUMAN RELATIONS AND INTERPERSONAL SKILLS</b>				
<i>Level 1 Performance Expectations</i>				
Develop a sensitivity for and awareness of cultural diversity	Ch 14, Ex 7, p. 530			
<b>III TECHNOLOGICAL COMMUNICATION</b>				
<b>Achievement Standard: Use technology to enhance the effectiveness of communication.</b>				
<i>Level 1 Performance Expectations</i>				
Use the telephone or cellular phone to receive and place calls	Ch 5, Ex 13, p. 165			
Demonstrate basic keyboarding and computer functions	Ch 1, p. 3-15	Ch 1, Ex 1 - 4, p. 19-21	Ch 7, p. 257-258	
Use e-mail to receive and send basic messages	Ch 1, p. 1	Ch 2, p.35-47	Ch 4, p.109	Ch 7, p. 225-228
Use basic software applications (e.g., word processing, spreadsheets, databases, and graphics)	All Chapters			
Use CD-ROMs, videos, and the Internet for knowledge acquisition	Ch 2, p. 23-35			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 2 Performance Expectations</i>				
Project a positive first impression over the telephone	Ch 5, Ex 13, p. 165			
Demonstrate appropriate cellular phone etiquette	Ch 5, Ex 13, p. 165			
Demonstrate appropriate e-mail etiquette	Ch 2, p.24	Ch 5, Ex 13, p. 165	Ch 7, p. 225	
Use basic functions of databases, spreadsheets, and programming languages to format documents	Ch 7, p. 212, 220-223; 226-238	Ch 7, Ex 2 - 10, 12 - 14, p.246-258	Ch 8, p. 270-273	Ch 8, Ex 1 - 5, p. 287-290
Discuss rules of safe and appropriate conduct when using the Internet and e-mail	Ch 2, p. 45-47			
Use online databases and search engines to find basic business information	Ch 2, p. 23-35			
<i>Level 3 Performance Expectations</i>				
Discuss and identify ways to keep. business data secure from theft and destruction	Ch 2, p. 45	Ch 4, Ex 7, p. 123	Ch 10, p. 354-356	Ch 15, p. 546
Use electronic messaging technologies (e.g., fax, voice mail, conference calls, pagers, chat rooms, bulletin boards, and e-mail) to communicate	Ch 2, p.45-47	Ch 3, p.70	Ch 4, p. 109	Ch 7, p. 225-226
	Ch 14, p. 516-517			
Apply the rules of electronic messaging etiquette	Ch 2, p.47			
Evaluate messages and select the appropriate technology for transmitting them	Ch 2, p. 46-47			
Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware	Ch 1, p. 8	Ch 5, Ex 20, p. 170	Ch 6 p. 175-196;	Ch 6, Ex 1 - 5, 7, 8, p. 202-203
	Ch 14, p. 501-515	Ch 14, Ex 1 - 10, p. 525-532	Ch 15, p. 533-551	Ch 15, Ex 1 - 5, p. 555-558
Address the ethical issues regarding ownership. and use of electronically generated information	Ch 4, p. 108-109			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 4 Performance Expectations</i>				
Incorporate the use of the Internet to complete complex projects requiring the use of competitive intelligence techniques (i.e., research on competition, markets, and customer attitudes)	Ch 2, p.23-36			
Collaborate with students and business professionals via the Internet to acquire needed expertise to solve specific business problems	Ch 2, p. 35-47			
Use asynchronous (different time, different place) and synchronous (same time, same place) collaboration tools, such as discussion boards and intranets to facilitate group work	Ch 2, p. 45	Ch 3, p. 68-70		
Identify techniques to protect confidential messages that are transmitted electronically	Ch 2, p.45	Ch 4, p. 109		
<b><u>IV EMPLOYMENT COMMUNICATION</u></b>				
<b>Achievement Standard: Integrate all forms of communication in the successful pursuit of employment.</b>				
<i>Level 2 Performance Expectations</i>				
Write a simple application letter and resume for a simulated job opportunity	Ch 4, Ex 4, p. 122	Ch 5, Ex 20, p. 170-172	Ch 5, Ex 22, p.172	
<i>Level 3 Performance Expectations</i>				
Write a formal application message, resume, and follow-up message for a job opportunity	Ch 4, Ex 4, p. 122	Ch 5, Ex 20, p. 170-172	Ch 5, Ex 22, p.172	
Prepare resumes in both print and scannable formats	Ch 4, Ex 4, p. 122	Ch 5, Ex 20, p. 170-172	Ch 5, Ex 22, p.172	
<i>Level 4 Performance Expectations</i>				
Discuss alternative sources for job placement (e.g., career centers, company Web sites, employment agencies, headhunters, and online databases)	Ch 2, p. 23-34	Ch 2, Ex 3, p. 56		
Use the Internet to research the job market and specific potential employers	Ch 2, p. 23-34	Ch 2, Ex 3, p. 56		

<b>V ORGANIZATIONAL COMMUNICATION</b>				
<b>Achievement Standard: Incorporate appropriate leadership, and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.</b>				
<b>B. BUSINESS RELATIONSHIPS</b>				
<i>Level 4 Performance Expectations</i>				
Demonstrate knowledge of legalities related to using e-mail in a business environment	Ch 2, p. 45			
<b>C. LEADERSHIP</b>				
<i>Level 3 Performance Expectations</i>				
Plan, organize, and conduct meetings to achieve identified purposes	Ch 3, p. 66-70			
Demonstrate the ability to involve all participants in a meeting, including those participating virtually	Ch 3, p. 66-70			
<i>Level 4 Performance Expectations</i>				
Discuss leadership qualities (e.g., trust-worthiness, ethical behavior, tact, courtesy, and positive attitude) and their importance in one's personal development	Ch 4, Ex 3, p. 121			
Use appropriate leadership language that includes optimism, encouragement, and action	Ch 4, Ex 3, p. 121			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

COMPUTATION	Approaches	Meets	
<b>I MATHEMATICAL FOUNDATIONS</b>			
<b>Achievement Standard: Apply basic mathematical operations to solve problems.</b>			
<i>Level 1 Performance Expectations</i>			
Determine the correct mathematical process to use for various problem situations and use formulas when appropriate	Ch 7, p. 217-219 Ch 13, p. 480	Ch 7, Ex. 14, p. 256	Ch 8, p. 259-260
Select and use appropriate tools when solving problems (e.g., paper and pencil, manipulatives, hand-held calculators, Web calculators, computer numerical keypads, and spreadsheets)	Ch 1, p. 3 Ch 8, p. 259-260	Ch 7, p. 217	Ch 7, Ex. 14, p. 256
Define and use appropriate mathematical symbols for given problems	Ch 7, p. 217	Ch 7, Ex. 14, p. 256	
Round numbers for estimation and other purposes	Ch 8, Ex 1, p. 287		
Estimate and then calculate answers to problems using addition, subtraction, multiplication, and division	Ch 8, Ex 9, p. 294		
<b>II NUMBER RELATIONSHIPS AND OPERATIONS</b>			
<b>Achievement Standard: Solve problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions.</b>			
<i>Level 1 Performance Expectation</i>			
Solve problems that involve whole numbers, decimals, and fractions and use appropriate conversions (e.g., fractions to decimals or decimals to fractions) when necessary	Ch 7, Ex. 2, 3, 5, 7, 8, 10, 12 p. 246-256	Ch 8, p. 259-260; 262-263; 272-274; 275-277	Ch 8, Ex 2, 7 p. 288, 293
<i>Level 2 Performance Expectation</i>			
Solve problems that involve percents, ratios, averages, and proportions and use appropriate conversions (e.g., decimals to percents, percents to decimals, or ratios to percents) when necessary	Ch 8, Ex 3, 4, 5, 10 p. 289-296	Ch 10, Ex 6, 7 p. 372, 373	

<b>III PATTERNS, FUNCTIONS, AND ALGEBRA</b>			
<b>Achievement Standard: Use algebraic operations to solve problems.</b>			
<i>Level 1 Performance Expectations</i>			
Recognize, describe, and predict patterns of data	Ch 9		
Construct and solve an algebraic equation for a given problem	Ch 8, p. 287-290, 293, 297		
Apply the order of operations principle when using mathematical processes	Ch 7, p. 217		
<b>IV MEASUREMENTS</b>			
<b>Achievement Standard: Use common international standards of measurement when solving problems.</b>			
<i>Level 1 Performance Expectations</i>			
Identify standard U.S. units of measurement and show relationships (e.g., of length, volume, weight, currency, and time)	Ch 7, Ex 4, p. 248		
Identify standard metric units of measurement and show relationships (e.g., of length, volume, and weight)	Ch 7, Ex 4, p. 248		
Determine units of time and show relationships (e.g., days to months, elapsed time, or interest conversion periods)	Ch 8, p. 275-277	Ch 8, Ex 3 p. 289	Ch 8, Ex 4 p. 289
	Ch 8, Ex 5 p. 290	Ch 9, Ex 12, p. 339-340	Ch 10, p. 353-354
	Ch 10, Ex 8, p. 374		
<i>Level 2 Performance Expectations</i>			
Solve problems using various types of measurements	Ch 10, Ex 10, p. 376		
<i>Level 3 Performance Expectations</i>			
Estimate and convert U.S. units of measurement (e.g., length, volume, and weight) to metric measurement and vice versa	Ch 7, Ex 4, p. 248		

<b>V STATISTICS AND PROBABILITY</b>			
<b>Achievement Standard: Analyze and interpret data using common statistical procedures.</b>			
<i>Level 2 Performance Expectations</i>			
Construct, read, and interpret tables, charts, and graphs	Ch 6, p. 175-176; 189-190; 192-195	Ch 6, Ex 1, p. 200	Ch 6, Ex 5, p. 205
	Ch 8, p. 275-277	Ch 8, Ex. 6, p. 291-292	Ch 9, p. 301-325
	Ch 9, Ex 1 - 15, p. 329-342		
Make inferences about data from tables, charts, and graphs	Ch 6, p. 175-176; 189-190; 192-195	Ch 6, Ex 1, p. 200	Ch 6, Ex 5, p. 205
	Ch 8, p. 275-277	Ch 8, Ex. 6, p. 291-292	Ch 9, p. 301-325
	Ch 9, Ex 1 - 15, p. 329-342		
Estimate and calculate measures of central tendency (mean, median, and mode)	Ch 7, p. 221-223	Ch 8, p. 261, 265-267	Ch 9, p. 388
	Ch 9, p.311-318; 320-324		
<b>VI PROBLEM-SOLVING APPLICATIONS</b>			
<b>Achievement Standard: Use mathematical procedures to analyze and solve business problems.</b>			
<b>A. TAXATION</b>			
<i>Level 3 Performance Expectations</i>			
Compute individual income taxes	Ch 8, p. 271-273		
<b>B. SAVINGS AND INVESTMENTS</b>			
<i>Level 1 Performance Expectation</i>			
Calculate the purchase price of a stock transaction	Ch 9, p. 335 - 338		
<i>Level 2 Performance Expectations</i>			
Calculate the price of a bond, stock, or mutual fund given a recent quotation	Ch 8, Ex 6, p. 290-291	Ch 9, p. 335 - 338	
<b>C. PAYROLL AND HUMAN RESOURCE MANAGEMENT</b>			
<i>Level 1 Performance Expectation</i>			
Calculate gross earnings (e.g., salary, hourly rate, commission, per diem, tips, or production)	Ch 8, p. 271-273	Ch 8, Ex 10, p. 295-296	Ch 10, p. 349-350
	Ch 10, Ex 6, p. 372		
<i>Level 2 Performance Expectation</i>			
Calculate payroll withholdings, Social Security and Medicare deductions, other deductions, and net earnings	Ch 8, Ex 10, p. 295-296	Ch 10, Ex 6, p. 372	

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 3 Performance Expectations</i>			
Maintain payroll register and individual earnings record	Ch 2, p. 46	Ch 4, Ex 4, p.122	Ch 5, p. 165
	Ch 7, p. 225-227	Ch 8, Ex 10, p. 295-296	Ch 10, Ex 6, p. 372
	Ch 14, p. 516-519	Ch 14, Ex 7, p. 530	
<b>D. CASH MANAGEMENT</b>			
<i>Level 1 Performance Expectations</i>			
Maintain check records (e.g., check register and deposit slips)	Ch 7, Ex 6, p. 250	Ch 14, Ex 7, p. 530	
Calculate income and Expenses for a given time period	Ch 7 Ex 6, p. 250	Ch 7, Ex 7, p. 251	Ch 7, Ex 8, p. 252
	Ch 7, Ex 10, p. 253	Ch 7, Ex 13, p. 256-257	Ch 8, p. 260-263
	Ch 8, Ex 15, p. 300	Ch 9, Ex 1, p. 330	Ch 9, Ex 14, p. 340
<i>Level 2 Performance Expectations</i>			
Calculate fixed and variable costs, analyze data, and estimate the projected total income and total Expenses for a given time period	Ch 2, p. 46	Ch 4, Ex 4, p.122	Ch 5, p. 165
	Ch 7, p. 225-227	Ch 7 Ex 6, p. 250	Ch 7, Ex 8, p. 252
	Ch 7, Ex 10, p. 253	Ch 7, Ex 13, p. 256-257	Ch 8, Ex 15, p. 300
	Ch 9, Ex 1, p. 330	Ch 14, p. 516-519	Ch 14, Ex 7, p. 530
Prepare a budget	Ch 2, p. 46	Ch 4, Ex 4, p.122	Ch 5, p. 165
	Ch 7, p. 225-227	Ch 7, p. 253	Ch 14, p. 516-519
<i>Level 3 Performance Expectations</i>	Ch 14, Ex 7, p. 530		
Maintain a columnar cash record	Ch 2, p. 46	Ch 4, Ex 4, p.122	Ch 5, p. 165
	Ch 7, p. 225-227	Ch 14, p. 516-519	Ch 14, Ex 7, p. 530
<b>E. FINANCIAL MANAGEMENT</b>			
<i>Level 3 Performance Expectations</i>			
Calculate net sales, cost of goods sold, gross profit, operating Expenses, and net profit for the income statement	Ch 7, Ex 7, p. 252		
	Ch 7, Ex 6, p. 246		
Calculate total assets, liabilities, and owner's equity for the balance sheet	Ch 7, p. 207-223, 226-227, 229-244.	Ch 7 Ex 1, p. 245	Ch 7, Ex 2, p. 246
	Ch 7, Ex 6, p. 250	Ch 7, Ex 7, p. 251	Ch 7, Ex 8, p. 252
	Ch 7, Ex 10, p. 253	Ch 7, Ex 11, p. 254	Ch 7, Ex 13, p. 256
	Ch 7, Ex 14, p. 257		
Calculate the distribution of profit/loss to the proprietor, partners, or stockholders	Ch 9, p. 335 - 338		

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 4 Performance Expectations</i>			
Apply generally accepted business ratios such as current ratio, debt ratio, and equity ratio to accounting data in order to make decisions	Ch 8, Ex 6, p. 290-291		
<b>F. CREDIT MANAGEMENT</b>			
<i>Level 3 Performance Expectations</i>			
Determine the outstanding amount for installment purchases	Ch 8, p. 275-277 Ch 8, Ex 5 p. 290	Ch 8, Ex 3 p. 289 Ch 9, Ex 12, p. 339-340	Ch 8, Ex 4 p. 289
Determine finance/additional charges, periodic payment, total cost, and APR on an installment contract	Ch 8, p. 275-277 Ch 8, Ex 5 p. 290	Ch 8, Ex 3 p. 289 Ch 9, Ex 12, p. 339-340	Ch 8, Ex 4 p. 289
Compare cash price to installment price in order to make a purchasing decision	Ch 8, p. 275-277 Ch 8, Ex 5 p. 290	Ch 8, Ex 3 p. 289 Ch 9, Ex 12, p. 339-340	Ch 8, Ex 4 p. 289
Calculate the effects of early payoff of an installment plan	Ch 8, p. 275-277 Ch 8, Ex 5 p. 290	Ch 8, Ex 3 p. 289 Ch 9, Ex 12, p. 339-340	Ch 8, Ex 4 p. 289
Determine periodic payment, interest, and total amount required to pay amortize a loan (e.g., mortgage)	Ch 8, p. 275-277 Ch 8, Ex 5 p. 290	Ch 8, Ex 3 p. 289 Ch 9, Ex 12, p. 339-340	Ch 8, Ex 4 p. 289
Prepare a simplified amortization schedule	Ch 8, p. 275-277 Ch 8, Ex 5 p. 290	Ch 8, Ex 3 p. 289	Ch 8, Ex 4 p. 289
Calculate finance charges on credit card balances and cash advances	Ch 8, Ex 5 p. 290		
Calculate a down payment, closing cost, and mortgage loan amount	Ch 8, p. 275-277		
<i>Level 4 Performance Expectations</i>			
Calculate present value of a simple interest loan	Ch 8, p. 17-19; 31-32		
Use spreadsheets and calculators on the Internet to solve problems pertaining to present value	Ch 7, p. 11-14		
<b>G. PURCHASES</b>			
<i>Level 1 Performance Expectation</i>			
Calculate the total purchase price given the number of units and the unit price	Ch 13, p. 483-487		
<i>Level 3 Performance Expectations</i>			
Compare the cost of renting, leasing, and buying equipment	Ch 13, p. 298		

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>H. SALES</b>			
<i>Level 1 Performance Expectations</i>			
Determine the dollar amount of cost, markup, or selling price when one of the three variables is unknown	Ch 8, Ex 2, p. 288 Ch 12, p. 442-444	Ch 9, Ex 11, p. 339 Ch 13, p. 480-482	Ch 10, Ex 7, p. 373-374
Determine the dollar amount of markdown, regular selling price, or reduced price when one of the three variables is unknown	Ch 8, Ex 2, p. 288 Ch 13, p. 480-482	Ch 10, Ex 7, p. 373-374	Ch 12, p. 442-444
<i>Level 3 Performance Expectations</i>			
Compute the percent of markup. when based on the cost or when based on the selling price	Ch 10, Ex 7, p. 373-374		
Compute the percent of markdown given the regular selling price and the reduced price	Ch 10, Ex 7, p. 373-374		
<i>Level 4 Performance Expectation</i>			
Calculate the operating profit or loss, absolute loss, and breakeven point	Ch 9, Ex 6, p. 336	Ch 13, p. 480-482	
<b>I. INVENTORY RECORDS</b>			
<i>Level 3 Performance Expectations</i>			
Determine cost of goods sold for a given period using different inventory valuation methods	Ch 8, p. 30		
Determine gross profit for a given period using different inventory valuation methods	Ch 8, p. 30		
<i>Level 4 Performance Expectation</i>			
Calculate inventory turnover at cost and at retail for a given period	Ch 8, p. 30		
<b>J. DEPRECIATION, COST RECOVERY, AND DEPLETION</b>			
<i>Level 3 Performance Expectations</i>			
Calculate the rate of depreciation	Ch 8, p. 293		
<i>Level 4 Performance Expectations</i>			
Calculate the annual and accumulated depreciation or cost recovery of plant assets (e.g., straight-line, declining balance, sum of digits, and IRS methods)	Ch 8, p. 35-36		
Prepare depreciation and cost recovery schedules	Ch 8, p. 35		

<b>ECONOMICS &amp; PERSONAL FINANCE</b>	Approaches	Meets		
<b>ECONOMICS</b>				
<b>IX AGGREGATE SUPPLY AND AGGREGATE DEMAND</b>				
<b>Achievement Standard: Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.</b>				
<i>Level 3 Performance Expectations</i>				
Discuss major factors that affect the level of country's Gross Domestic Product (GDP) (e.g., quantity and quality of natural resources, size and skill of the labor force, and quantity/quality of capital stock)	Ch 9, p. 335 - 338			
<b>PERSONAL FINANCE</b>				
<b>I PERSONAL DECISION MAKING</b>				
<b>Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</b>				
<i>Level 1-2 Performance Expectations</i>				
Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual	Ch 7, Ex 10, p. 253	Ch 7, Ex 6, p. 250	Ch 9, Ex. 14, p. 340	
Recognize and assume responsibility for the consequences of economic choices	Ch 7, Ex 6, p. 250	Ch 7, Ex 10, p. 253	Ch 9, Ex. 14, p. 340	
<i>Level 3-4 Performance Expectations</i>				
Differentiate between types of decisions and identify those for which a formal decision-making process should be used	Ch 8, Ex 11, p. 298	Ch 9, Ex 14, p. 340		
Apply the decision-making process to various types of decisions at different stages of the life cycle	Ch 8, Ex 11, p. 298	Ch 9, Ex 14, p. 340		

<b>II EARNING A LIVING</b>				
<b>Achievement standard: Identify various forms of income and analyze factors that affect income as part of the career decision-making process.</b>				
<i>Level 2 Performance Expectations</i>				
Differentiate between gross and net income	Ch 8, p. 271-273 Ch 12, Ex 3, p. 464	Ch 10, Ex. 6, p. 372 Ch 13, Ex 3, p. 493	Ch 10, p. 350	Ch 11, Ex 3, p. 414
<i>Level 3-4 Performance Expectations</i>				
Calculate personal tax liabilities for various types of taxes (e.g., property, income, sales, FICA, and Medicare)	Ch 8, p.13-15; 37-38			
<b>III MANAGING FINANCES AND BUDGETING</b>				
<b>Achievement Standard: Develop. and evaluate a spending/savings plan.</b>				
<i>Level 1 Performance Expectations</i>				
Identify various sources of money for personal spending	Ch 7, Ex 10, p. 253			
Construct and use a personal spending/savings plan and evaluate it according to shortand long-term goals	Ch 7, Ex 10, p. 253			
<i>Level 2 Performance Expectations</i>				
Determine discretionary income in a spending plan	Ch 7, Ex 10, p. 253			
<i>Level 3-4 Performance Expectations</i>				
Compare a personal spending plan with typical consumer spending as a tool for determining individual financial goals	Ch 7, Ex 10, p. 253			
<b>IV SAVING AND INVESTING</b>				
<b>Achievement Standard: Evaluate savings and investment options to meet shortand long-term goals.</b>				
<i>Level 1 Performance Expectations</i>				
Differentiate between saving and investing	Ch 7, Ex 11, p. 254	Ch 8, p. 291-293		
<i>Level 2 Performance Expectations</i>				
Identify the risk/return trade-offs for saving and investing	Ch 7, Ex 11, p. 254	Ch 8, p. 291-293		
<i>Level 3 Performance Expectations</i>				
Apply criteria for choosing a savings or investment instrument (e.g., market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment)	Ch 7, Ex 11, p. 254	Ch 8, p. 291-292		
<i>Level 4 Performance Expectations</i>				
Examine the role of saving and investing in creating a financial plan	Ch 7, Ex 11, p. 254	Ch 8, p. 291-293		

<b><u>V BUYING GOODS AND SERVICES</u></b>				
<b>Achievement Standard: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</b>				
<i>Level 1 Performance Expectations</i>				
Apply a rational decision-making process to personal buying decisions	Ch 8, Ex 13, p. 298	Ch 9, Ex 14, p. 340		
<i>Level 3 Performance Expectations</i>				
Identify the advantages and disadvantages of purchasing, leasing, and renting	Ch 8, Ex 13, p. 298			
<b><u>VII USING CREDIT</u></b>				
<b>Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</b>				
<i>Level 1 Performance Expectations</i>				
Describe the risks and responsibilities associated with using credit	Ch 8, Ex 5, p. 290			
Identify the opportunity cost of credit	Ch 8, Ex 5, p. 290			
<i>Level 2 Performance Expectations</i>				
Determine advantages and disadvantages of credit	Ch 8, Ex 5, p. 290			
Define interest as cost of credit and Explain why it is charged	Ch 8, Ex 5, p. 290			
Identify the various types of credit including the different types of credit cards	Ch 8, Ex 5, p. 290			
Explain why the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged	Ch 8, Ex 5, p. 290			
<i>Level 3-4 Performance Expectations</i>				
Select an appropriate form of credit for a particular buying decision	Ch 8, Ex 5, p. 290			
Compare and contrast the various aspects of credit cards (e.g., APR, grace period, incentive buying, methods of calculating interest, and fees)	Ch 8, Ex 5, p. 290			

<b>ENTREPRENEURSHIP</b>	Approaches	Meets		
<b><u>I ENTREPRENEURS AND ENTREPRENEURIAL OPPORTUNITIES</u></b>				
<b>Achievement Standard: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</b>				
<b>C. OPPORTUNITY RECOGNITION AND PURSUIT</b>				
<i>Level 2 Performance Expectations</i>				
Identify businesses that could be operated from an individual's home or on the Internet	Ch 1, Ex 5, p. 22	Ch 5, Ex 11, p. 164		
<i>Level 3 Performance Expectations</i>				
Explain the feasibility of starting a home-based or Internet-based business	Ch 1, Ex 5, p. 22	Ch 5, Ex 11, p. 164		
<b><u>II MARKETING</u></b>				
<b>Achievement Standard: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.</b>				
<b>A. IDENTIFYING THE MARKET</b>				
<i>Level 1 Performance Expectations</i>				
Determine the wants of specific consumers	Ch 4, Ex. 15, p. 127			
<i>Level 3 Performance Expectations</i>				
Identify target markets for potential new business	Ch 4, Ex. 15, p. 127	Ch 5, Ex 13, p. 159		
<b>B. REACHING THE MARKET</b>				
<i>Level 3 Performance Expectations</i>				
Identify the advantages and disadvantages of starting a business on the Internet	Ch 1, Ex 5, p. 22	Ch 5, Ex 11, p. 164		
Describe how the Internet and other emerging technologies have impacted the components of marketing (e.g., product, place, price, and promotion)	Ch 1, Ex 5, p. 22	Ch 5, Ex 11, p. 164		
<b>C. KEEPING/INCREASING THE MARKET</b>				
<i>Level 4 Performance Expectations</i>				
Create a customer database to track customer purchases and feedback	Ch 11, p.377-406	Ch 13, p. 469-487		

<b>III ECONOMICS</b>				
<b>Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.</b>				
<b>D. ROLE OF PROFIT AND RISK</b>				
<i>Level 1 Performance Expectations</i>				
Compute the difference between total revenue and total Expenses	Ch 7, p. 252			
<b>IV FINANCE</b>				
<b>Achievement Standard: Use the financial competencies needed by an entrepreneur</b>				
<b>C. INTERPRETING FINANCIAL STATEMENTS</b>				
<i>Level 1 Performance Expectation</i>				
Examine a profit/loss statement to determine whether a business is profitable	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<i>Level 2 Performance Expectation</i>				
Describe why the analysis of financial statements is important for the business	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<b>V ACCOUNTING</b>				
<b>Achievement Standard: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions</b>				
<b>A. KEEPING BUSINESS RECORDS</b>				
<i>Level 1 Performance Expectations</i>				
Identify the reasons for keeping business records	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<i>Level 2 Performance Expectations</i>				
Identify how businesses use computers to keep records	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<b>B. IDENTIFYING TYPES OF BUSINESS RECORDS</b>				
<i>Level 1 Performance Expectations</i>				
Describe the type of data that is kept in each business record	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<i>Level 2 Performance Expectation</i>				
Compare and contrast the various types of business records	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<i>Level 4 Performance Expectations</i>				
Identify records needed for the day-to-day operation of a planned business	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483

<b>C. ESTABLISHING AND USING BUSINESS RECORDS</b>				
<i>Level 1 Performance Expectation</i>				
Identify and complete basic records for a business (e.g., cash sales receipts, credit card receipts, and checkbook entries)	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<i>Level 2 Performance Expectations</i>				
Select and complete appropriate records for planned business	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
Identify the advantages and disadvantages of keeping records manually or electronically	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<i>Level 3 Performance Expectations</i>				
Describe the importance of comparing plans/budgets with actual data from business records	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
Identify and use appropriate software to fulfill record-keeping needs	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<b>D. INTERPRETING BUSINESS RECORDS</b>				
<i>Level 3 Performance Expectations</i>				
Compare actual income and Expenses to budgeted amounts for a specific period	Ch 9, Ex 11, p. 339	Ch 10, Ex 7, p. 375-376	Ch 12, p. 443-444	Ch 13, p. 481-483
<b><u>VI MANAGEMENT</u></b>				
<b>Achievement Standard: Develop a management plan for an entrepreneurial venture.</b>				
<b>B. HIRING EMPLOYEES</b>				
<i>Level 3 Performance Expectations</i>				
Diagram the organizational structure of a planned business	Ch 6, p. 189-191	Ch 6, p. 190-191		
<b><u>VII GLOBAL MARKETS</u></b>				
<b>Achievement Standard: Analyze the effect of cultural differences, Export/import opportunities, and trends on the entrepreneurial venture in the global marketplace.</b>				
<b>A. CULTURAL DIFFERENCES</b>				
<i>Level 1 Performance Expectations</i>				
Define culture	Ch 14, Ex 7, p. 530			
Develop an understanding of cultural differences	Ch 14, Ex 7, p. 530			
<i>Level 2 Performance Expectation</i>				
Compare and contrast business practices in different cultures	Ch 14, Ex 7, p. 530			

<b>INFORMATION TECHNOLOGY</b>	Approaches	Meets		
<b>I IMPACT ON SOCIETY</b>				
<b>Achievement Standard: Assess the impact of information technology on society.</b>				
<i>Level 1 Performance Expectations</i>				
Identify uses of information technology in the home, society, and workplace	Ch 1, p. 1	Ch 2, p. 25-47		
Describe how information technology has changed social mores, including attitudes toward work, family, school, and other cultures	Ch 2, p. 46			
<b>II COMPUTER ARCHITECTURE</b>				
<b>Achievement Standard: Describe current and emerging computer architecture; configure, install, and upgrade hardware; diagnose and repair hardware problems.</b>				
<i>Level 1-2 Performance Expectations</i>				
Identify hardware components appropriate for specific tasks	Ch 15, Ex 2, p. 556			
Evaluate the capabilities and limitations of hardware for user needs	Ch 15, Ex 2, p. 556			
Explain the purpose, operation, and care of hardware components	Ch 15, Ex 2, p. 556			
<i>Level 3-4 Performance Expectations</i>				
Describe interrelationships between hardware components and supportive software	Ch 15, Ex 2, p. 556			
<b>III OPERATING SYSTEMS, ENVIRONMENTS, AND UTILITIES</b>				
<b>Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems, environments, and utilities.</b>				
<i>Level 1 Performance Expectations</i>				
Demonstrate knowledge of and skills in using basic operating system commands	Ch 1, p. 1-3			
Organize and maintain folders/directories and files using various operating systems	Ch 1, p. 7-8; 12-13	Ch 1, Ex 6, p. 22		

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 2 Performance Expectations</i>				
Describe features of operating systems that can be personalized	Ch 1, p. 7-8; 12-13	Ch 1, Ex 6, p. 22		
<i>Level 3-4 Performance Expectations</i>				
Describe various types of operating systems, environments, and utilities	Ch 1, p. 1-3			
<b><u>IV INFORMATION TECHNOLOGY AND MAJOR BUSINESS FUNCTIONS</u></b>				
<b>Achievement Standard: Describe the information technology components of major business functions and Explain their interrelationships.</b>				
<i>Level 3-4 Performance Expectations</i>				
Identify and Explain the major components of accounting/finance information technologies and their interrelationships	Ch 7, p. 208			
<b><u>V APPLICATION SOFTWARE</u></b>				
<b>Achievement Standard: Identify , evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</b>				
<i>Level 1 Performance Expectations</i>				
Identify basic communication application software (e.g., e-mail and browser software)	Ch 2, p. 25-28; 35-46	Ch 2, Ex 2 - 12, p. 55-58		
Prepare documents that include a variety of media (e.g., images, text, and sounds)	Ch 2, Ex. 4, p. 56	Ch 2, Ex. 11, p. 58	Ch 2, Ex. 12, p. 58	Ch 4, p. 89-91
	Ch 5, Ex. 12 p. 164-165	Ch 5, Ex. 18 p. 168-169	Ch 5, Ex. 22 p. 172-173	Ch 6, p. 185
	Ch 6, p. 193	Ch 6, Ex 2, p. 201	Ch 6, Ex 9, p. 204	Ch 7, p. 228
	Ch 9, p. 309-311	Ch 9, Ex. 13, p. 340	Ch 13, p. 470-473	Ch 13, Ex 9, p. 495
	Ch 13, Ex 10, p. 495	Ch 14, p. 504-505; 506-517	Ch 14, Ex 1 - 10, p. 525-532	Ch 15, p. 533-551
	Ch 15, Ex 1 - 5 p.555-558			
Use a variety of application software appropriate to specific tasks (e.g., use a Web browser to find information)	All Chapters			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<i>Level 2 Performance Expectations</i>				
Identify the types of application software and Explain the purpose or use of each	All Chapters			
Select and apply the appropriate application software to common tasks (e.g., design a simple Web page)	All Chapters			
<i>Level 3 Performance Expectations</i>				
Use application software reference materials (e.g., online help, vendor Web sites, tutorials, and manuals)	Appendix A			
Use the collaborative features of application software to complete simulated or real organization tasks	Ch 4, Ex 4 p. 122	Ch 5, Ex 13 p. 165	Ch 7, p. 227-228	Ch 14, p. 515-518
	Ch 4, Ex 5 p. 122	Ch 7, Ex 5, p. 249-250		
Use advanced features of common applications software	Ch 10, p. 343-360	Ch 10, Ex 1 - 10, p. 368-376	Ch 15, p. 533-551	Ch 15, Ex 1 - 5, p. 555-558
Use online databases, Web-based sources, and other information sources to access and retrieve information	Ch 2, p. 25-33			
Evaluate the effectiveness of software to solve specific problems	Ch 6, Ex 11, p. 205			
<i>Level 4 Performance Expectations</i>				
Create templates, scripts, and macros	Ch 5, p. 148-150	Ch 7, p. 233-236	Ch 10, p. 362-363	Ch 14, p. 504-506
Evaluate application software products in terms of their features	Ch 6, Ex 11, p. 205			
Select application software products appropriate to various computer platforms	Ch 6, Ex 11, p. 205			
Identify, evaluate, and select software specific to an organization function and/or industry	Ch 6, Ex 11, p. 205			
Import and export text, data, sound, video, and still images between software programs	Ch 5, p. 146-147	Ch 13, p. 483-484,	Ch 14, p. 510-511; 519	Ch 14, Ex 4, p. 528
	Ch 15, p. 536, 541-545			

<b>VI INPUT TECHNOLOGIES</b>				
<b>Achievement Standard: Use input technologies appropriately to enter and manipulate tExt and data.</b>				
<i>Level 1 Performance Expectations</i>				
Develop proper input techniques (e.g., keyboarding, scanning, speech recognition, handwriting recognition, and the use of a touch screen or mouse), including safety methods to avoid repetitive strain injury	Ch 1, p. 3	Ch 7, Ex 14, p. 257-259		
Enter and manipulate numeric data using the touch method on a 10-key keypad	Ch 7, Ex 14, p. 257-259			
Identify, compare, and Explain features of various keyboards	Ch 7, Ex 14, p. 257-259			
<b>VII INFORMATION RETRIEVAL</b>				
<b>Achievement Standard: Gather, evaluate, use, and cite information from information technology sources.</b>				
<i>Level 1 Performance Expectations</i>				
Interpret information for use in decision making	Ch 2, p. 24			
Cite sources of all types of data	Ch 2, p. 34	Ch 5, Ex. 22, p. 172		
<i>Level 2 Performance Expectations</i>				
Evaluate the accuracy, relevance, and comprehensiveness of retrieved information	Ch 2, p. 24			
Analyze, access, exchange, organize, and synthesize information	Ch 10	Ch 13		
<b>VIII DATABASE MANAGEMENT SYSTEMS</b>				
<b>Achievement Standard: Use, plan, develop, and maintain database management systems.</b>				
<i>Level 3 Performance Expectations</i>				
Populate (enter data into) and edit fields and records	Ch 7, p. 207-212	Ch 7, Ex 1 - 14, p. 245-258	Ch 8	Ch 8, Ex 1 - 14, p. 287-299
	Ch 9, p. 302; 311; 321	Ch 9, Ex 1 - 15, p. 329-342	Ch 10, p. 357	Ch 11, p. 378-393
	Ch 11, Ex 1 - 11, p. 413-427			
Sort and retrieve data from databases	Ch 11, p. 395-404	Ch 11, Ex 1 - 11, p. 413-427	Ch 12, p. 429-444	Ch 12, Ex 1 - 11, p. 463-468
	Ch 13, Ex 1 - 12, p. 492-495			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

Identify a variety of data types that are stored in database management systems	Ch 11, p. 378-380	Ch 11, Ex 1 - 11, p. 413-427		
Organize and present the results of data retrieval through reports	Ch 6	Ch 13, 469-480	Ch 13, Ex 1 - 12, 492-495	
<i>Level 4 Performance Expectations</i>				
Explain the nature and interrelationships of bytes, fields, records, and databases	Ch 10	Ch 11, p. 378-389	Ch 11, Ex 1 - 11, p. 413-427	Ch 12, p. 443-451
	Ch 12, Ex 1 - 11, p. 463-468	Ch 13, p. 480-486	Ch 13, Ex 1 - 12, 492-495	
Plan and develop record specifications	Ch 11, p. 389-394	Ch 11, Ex 1 - 11, p. 413-427		
Modify record structures	Ch 11, p. 399-401			
Plan and develop a database schema	Ch 11, p. 380-381			
<b>XII NETWORK APPLICATIONS</b>				
<b>Achievement Standard: Use, evaluate, and deploy communications and networking applications.</b>				
<i>Level 1 Performance Expectations</i>				
Design and create simple web pages	Ch 5, p.151 Ex 8 p162,	Ch 7 p. 236, Ex 2 p. 246	Ch 11 p405	Ch 15, p. 547-550
Use e-mail, instant messaging, and video messaging	Ch 2, p.45-47	Ch 3, p.70	Ch 4, p. 109	Ch 7, p. 225-226
	Ch 14, p. 516-517			
Transfer files between various types of local and remote computers	Ch 3, p.70	Ch 4, p. 109	Ch 7, p. 225-226	Ch 14, p. 516-517
<i>Level 3-4 Performance Expectations</i>				
Describe and use various Internet protocols (e.g., http, ftp, mailto, and telnet)	Ch 2, p. 26			
<i>Level 4 Performance Expectations</i>				
Develop. and use applications in support of e-business	Ch 1, Ex. 5, p. 22	Ch 2, p. 24-25	Ch 2, Ex. 1, p. 55	Ch 5, Ex. 11, p. 164
<b>XIV TECHNICAL SUPPORT AND TRAINING</b>				
<b>Achievement Standard: Develop. the technical and interpersonal skills and knowledge to support the user community</b>				
<i>Level 1 Performance Expectation</i>				
Work collaboratively with a team using information technology resources	Ch 4, Ex 4 p. 122	Ch 5, Ex 13 p. 165	Ch 7, p. 227-228	Ch 14, p. 515-518
	Ch 4, Ex 5 p. 122	Ch 7, Ex 5, p. 249-250		

<b>INTERNATIONAL BUSINESS</b>	Approaches	Meets	
<b>II THE GLOBAL BUSINESS ENVIRONMENT</b>			
<b>Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment</b>			
<b>A. SOCIAL AND CULTURAL INFLUENCES</b>			
<i>Level 1 Performance Expectation</i>			
Define terms such as ethnocentrism, culture, social institutions, stereotyping, and cultural bias and their effects on conducting business internationally	Ch 14, Ex. 7, p. 530		
<i>Level 3 Performance Expectations</i>			
Compare the social roles of various subpopulations (e.g., women and minorities) in different countries	Ch 14, Ex. 7, p. 530		
Identify distinctive social and cultural factors that affect business activities (e.g., time, workday, workweek, schedules, and holidays)	Ch 14, Ex. 7, p. 530		
<i>Level 4 Performance Expectation</i>			
Analyze how the social, cultural, political, legal, and economic environment of a given country might impact a company beginning to do business in that country	Ch 14, Ex. 7, p. 530		

<b>III INTERNATIONAL BUSINESS COMMUNICATION</b>			
<b>Achievement Standard: Apply communication strategies necessary and appropriate for effective and profitable international business relations.</b>			
<b>A. ORAL AND WRITTEN COMMUNICATION</b>			
<i>Level 3 Performance Expectations</i>			
Compose effective business communications for the global business environment based on an understanding of differences in tone, style, and format	Ch 6		
<b>B. NONVERBAL COMMUNICATION</b>			
<i>Level 1-2 Performance Expectations</i>			
Identify cultural differences in food, dress, and social behaviors throughout the world	Ch 14, Ex. 7, p. 530		
Identify major holidays of various cultures, discuss how they are celebrated, and describe their impact on doing business internationally	Ch 14, Ex. 7, p. 530		
<i>Level 3 Performance Expectations</i>			
Recognize gift giving in business relationships in several cultures and give Examples of appropriate and inappropriate gifts for persons in a given country	Ch 14, Ex. 7, p. 530		
Compare business entertainment in various parts of the world	Ch 14, Ex. 7, p. 530		
Compare the business protocol of various countries	Ch 14, Ex. 7, p. 530		
State Examples of nonverbal communications affecting international business relationships and negotiations	Ch 14, Ex. 7, p. 530		
Relate cultural attitudes about time, silence, space, and body and eye contact to successful international business relationships	Ch 14, Ex. 7, p. 530		
List the steps for receiving business visitors from specific countries	Ch 14, Ex. 7, p. 530		
<i>Level 4 Performance Expectation</i>			
Compare various types of business relationships in different cultures	Ch 14, Ex. 7, p. 530		

<b>C. NEGOTIATIONS</b>			
<i>Level 3 Performance Expectations</i>			
Identify how people from specific cultures approach business negotiations	Ch 14, Ex. 7, p. 530		
Describe how the process of negotiating may be affected by cultural differences	Ch 14, Ex. 7, p. 530		
<i>Level 4 Performance Expectations</i>			
Practice effective and appropriate negotiation tactics within given cultural settings	Ch 14, Ex. 7, p. 530		
<b>D. TECHNOLOGY</b>			
<i>Level 1 Performance Expectation</i>			
Communicate internationally using electronic methods (e.g., telephone, fax, the Internet, and e-mail)	Ch 2, p. 46	Ch 5, Ex 13, p. 165	
<i>Level 3 Performance Expectations</i>			
Describe the role and use of electronic communication tools (e.g., the Internet, videoand computer-conferencing, Webcasts, and e-mail) in international business activities	Ch 2, p. 36-45		
Evaluate which telecommunication or electronic methods are most appropriate for given international business situations	Ch 2, p. 36-45	Ch 5, Ex 13, p. 165	
<b>VIII INTERNATIONAL MARKETING</b>			
<b>Achievement Standard: Apply marketing concepts to international business situations.</b>			
<b>F. DISTRIBUTION CHANNELS AND INTERMEDIARIES</b>			
<i>Level 4 Performance Expectations</i>			
Identify online retailing opportunities and e-commerce applications in the global marketplace	Ch 1, Ex. 5, p. 22 Ch 2, Ex. 1, p. 55	Ch 2, p. 24-25	Ch 5, Ex. 11, p. 164

<b>MANAGEMENT</b>	Approaches	Meets		
<b><u>I MANAGEMENT FUNCTIONS</u></b>				
<b>Achievement Standard: Analyze the management functions and their implementation and integration within the business environment.</b>				
<b>A. PLANNING</b>				
<i>Level 1 Performance Expectations</i>				
Explain what planning is and why it is done	Ch 7, p. 208 Ch 14, p. 497-499	Ch 8, Ex 9, p. 294-295 Ch 14, Ex 2, p. 526	Ch 8, Ex 13, p. 298	Ch 10, p. 355-357
Describe the decision-making process	Ch 8, Ex 13, p. 298-299			
<b>B. ORGANIZING</b>				
<i>Level 1 Performance Expectation</i>				
Explain the importance of organizing	Ch 3, Ex 1, p. 84	Ch 3, p. 59	Ch 4, Ex 3, p. 121-122	Ch 14, Ex. 9, p. 532
<i>Level 2 Performance Expectation</i>				
Explain the importance of organizing in business	Ch 3, p. 59	Ch 6, p. 190	Ch 6, Ex. 4, p. 202	Ch 14, Ex. 9, p. 532
<i>Level 4 Performance Expectations</i>				
Evaluate how businesses are organized to achieve desired goals	Ch 6, p. 190	Ch 6, Ex. 4, p. 202	Ch 14, Ex. 9, p. 532	
<b>C. LEADING/DIRECTING</b>				
<i>Level 1 Performance Expectations</i>				
Identify leaders	Ch 6, p. 190	Ch 6, Ex. 4, p. 202		
<i>Level 2 Performance Expectations</i>				
Define leadership	Ch 4, Ex 3, p. 121			
Explain the importance of leadership	Ch 4, Ex 3, p. 121			
<b><u>III BUSINESS ORGANIZATION</u></b>				
<b>Achievement Standard: Analyze the organization of a business.</b>				
<b>B. MANAGEMENT LEVELS</b>				
<i>Level 2 Performance Expectation</i>				
Identify management levels	Ch 6, p. 190	Ch 6, Ex. 4, p. 202		

<b>C. ORGANIZATIONAL STRUCTURE</b>				
<i>Level 3 Performance Expectations</i>				
Discuss the interrelationships of a variety of organizational models (e.g., line, line and staff, and functional)	Ch 6, p. 190	Ch 6, Ex. 4, p. 202		
Describe line versus staff departments and the authority relationship. between them	Ch 6, p. 190	Ch 6, Ex. 4, p. 202		
<i>Level 4 Performance Expectations</i>				
Analyze organizational structures	Ch 6, p. 190	Ch 6, Ex. 4, p. 202		
<b>IV PERSONAL MANAGEMENT SKILLS</b>				
<b>Achievement Standard: Develop. personal management skills to function effectively and efficiently in a business environment.</b>				
<b>A. TIME MANAGEMENT</b>				
<i>Level 1 Performance Expectation</i>				
Discuss the importance of time management	Ch 3, p. 60; 63; 68	Ch 10, p. 355-357		
<i>Level 2 Performance Expectation</i>				
Analyze a personal time management schedule for a given time period	Ch 3, p. 60; 63; 68	Ch 10, p. 355-357		
<i>Level 3 Performance Expectations</i>				
Design and implement a time management schedule as a result of a time management analysis	Ch 3, p. 60; 63; 68	Ch 10, p. 355-357		
Evaluate and modify a time management plan as appropriate	Ch 3, p. 60; 63; 68	Ch 10, p. 355-357		
<b>C. PROFESSIONAL GROWTH AND DEVELOPMENT</b>				
<i>Level 3 Performance Expectation</i>				
Recognize the need for lifelong learning	Ch 14, Ex. 7, p. 530-531	Ch 14, Ex. 8, p. 531	Ch 14, Ex. 9, p. 532	
<i>Level 4 Performance Expectation</i>				
Identify avenues for professional growth (e.g., seminars, professional associations, and journals)	Ch 14, Ex. 7, p. 530-531	Ch 14, Ex. 8, p. 531	Ch 14, Ex. 9, p. 532	

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>D. COMMUNICATION SKILLS (Refer to the Communication Standards)</b>				
<i>Level 1 Performance Expectation</i>				
Identify effective communication skills	Ch 5, Ex 13, p. 165			
<i>Level 2 Performance Expectations</i>				
Describe the need for effective communication in business	Ch 5, Ex 13, p. 165			
Identify communication channels	Ch 2, p. 46	Ch 4, p. 89-91	Ch 4. Ex 2, p. 120	Ch 4. Ex 4, p. 122
	Ch 5, Ex 3, p. 159	Ch 5, Ex 13, p. 165	Ch 6, p. 195-196	Ch 6, Ex 10, p. 204
	Ch 12, p. 445-447			
<i>Level 3 Performance Expectation</i>				
Identify effective communication skills for the business environment	Ch 2, p. 46	Ch 4, p. 89-91	Ch 4. Ex 2, p. 120	Ch 4. Ex 4, p. 122
	Ch 5, Ex 3, p. 159	Ch 5, Ex 13, p. 165	Ch 6, p. 195-196	Ch 6, Ex 10, p. 204
	Ch 12, p. 445-447			
<i>Level 4 Performance Expectations</i>				
Identify types of communication that are appropriate for specific situations	Ch 2, p. 46	Ch 4, p. 89-91	Ch 4. Ex 2, p. 120	Ch 4. Ex 4, p. 122
	Ch 5, Ex 3, p. 159	Ch 5, Ex 13, p. 165	Ch 6, p. 195-196	Ch 6, Ex 10, p. 204
	Ch 12, p. 445-447			
Evaluate communications for effectiveness	Ch 2, p. 46	Ch 4, p. 89-91	Ch 4. Ex 2, p. 120	Ch 4. Ex 4, p. 122
	Ch 5, Ex 3, p. 159	Ch 5, Ex 13, p. 165	Ch 6, p. 195-196	Ch 6, Ex 10, p. 204
	Ch 12, p. 445-447			
<b>VI HUMAN RESOURCE MANAGEMENT</b>				
<b>Achievement Standard: Describe human resource functions and their importance to an organization's successful operation</b>				
<b>C. EMPLOYEE DEVELOPMENT</b>				
<i>Level 4 Performance Expectations</i>				
Identify appropriate orientation activities and training programs	Ch 14, Ex. 7, p. 530-531	Ch 14, Ex. 8, p. 531	Ch 14, Ex. 9, p. 532	
Explain the relationship. of lifelong learning to professional development	Ch 14, Ex. 7, p. 530-531	Ch 14, Ex. 8, p. 531	Ch 14, Ex. 9, p. 532	
Identify the benefits of employee development (e.g., workshops, conferences, courses, and professional associations)	Ch 14, Ex. 7, p. 530-531	Ch 14, Ex. 8, p. 531	Ch 14, Ex. 9, p. 532	

<b>VIII TECHNOLOGY AND INFORMATION MANAGEMENT</b>				
<b>Achievement Standard: Utilize information and technology tools to conduct business effectively and efficiently.</b>				
<b>A. TECHNOLOGY TOOLS (Refer to the Information Technology Standards)</b>				
<i>Level 1 Performance Expectations</i>				
Identify technology tools	Ch 1, p. 1 Ch 7, p. 207	Ch 2, p. 23-24; 36; 47 Ch 9, p. 301-302	Ch 3, p. 59-60 Ch 11, p. 377	Ch 4, p. 87-88 Ch 14, p. 497
Recognize the use of technology to accomplish goals	Ch 1, p. 1 Ch 9, p. 301-302	Ch 3, p. 59-60 Ch 11, p. 377	Ch 4, p. 87-88 Ch 12, p. 429	Ch 7, p. 207 Ch 13, p. 469
<i>Level 2 Performance Expectations</i>				
Use electronic resources to access and transmit information	Ch 2, p. 46-47 Ch 7, p. 225-227	Ch 3, p. 70-72 Ch 14, p. 516-517	Ch 4, p. 109	Ch 5, Ex 13, p. 165
<i>Level 3 Performance Expectation</i>				
Use appropriate technology tools for business applications	Ch 1, p. 1-17	Ch 2, p. 23-47	Ch 3, p. 59-79	Ch 5 - 15
<b>B. INFORMATION MANAGEMENT</b>				
<i>Level 3 Performance Expectations</i>				
Interpret, analyze, and synthesize information for use in decision making	Ch 9, p. 301-342			
<b>C. E-BUSINESS</b>				
<i>Level 1 Performance Expectation</i>				
Define e-business	Ch 1, Ex. 5, p. 22	Ch 2, p. 24-25	Ch 2, Ex. 1, p. 55	
<i>Level 2 Performance Expectation</i>				
Explore e-business Web sites	Ch 1, Ex. 5, p. 22	Ch 2, p. 24-25	Ch 2, Ex. 1, p. 55	Ch 5, Ex. 11, p. 164
<i>Level 3 Performance Expectations</i>				
Discuss the advantages and disadvantages of e-business	Ch 1, Ex. 5, p. 22	Ch 2, Ex. 1, p. 55	Ch 2, p. 24-25	Ch 5, Ex. 11, p. 164
Evaluate an e-business Web site	Ch 1, Ex. 5, p. 22	Ch 2, Ex. 1, p. 55	Ch 2, p. 24-25	
<i>Level 4 Performance Expectation</i>				
Analyze the impact of e-business on profitability	Ch 5, Ex. 11, p. 164			

<b>X FINANCIAL DECISION MAKING</b>				
<b>Achievement Standard: Analyze financial data influenced by internal and External factors in order to make short-term and long-term decisions.</b>				
<b>A. FINANCIAL STATEMENTS</b>				
<i>Level 3 Performance Expectations</i>				
Describe the purpose of financial statements	Ch 7, Ex 2, p. 246	Ch 7, Ex. 8, p. 252	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth)	Ch 7, Ex 2, p. 246	Ch 7, Ex. 8, p. 252	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
<i>Level 4 Performance Expectations</i>				
Distinguish between internal and External financial statements	Ch 7, Ex 2, p. 246	Ch 7, Ex. 8, p. 252	Ch 8, Ex 6, p. 291-292	Ch 9, Ex 7, p. 335-337
<b>XI OPERATIONS MANAGEMENT</b>				
<b>Achievement Standard: Apply operations management principles and procedures to the design of an operations plan.</b>				
<b>B. SCHEDULING</b>				
<i>Level 3 Performance Expectation</i>				
Identify factors used in scheduling and the tools that assist in the process	Ch 3, p. 59-79			
<b>XII GLOBAL PERSPECTIVE</b>				
<b>Achievement Standard: Examine the issues of managing in the global environment.</b>				
<b>C. WORKPLACE DIVERSITY</b>				
<i>Level 1 Performance Expectation</i>				
Define and discuss diversity	Ch 14, Ex. 7, p. 530-531			
<i>Level 2 Performance Expectation</i>				
Recognize the similarities and differences between cultures	Ch 14, Ex. 7, p. 530-531			
<i>Level 3 Performance Expectation</i>				
Discuss the impact of diversity within the global environment	Ch 14, Ex. 7, p. 530-531			
<i>Level 4 Performance Expectations</i>				
Recognize challenges in managing a diverse workforce	Ch 14, Ex. 7, p. 530-531			
Identify strategies for managing a culturally diverse workforce	Ch 14, Ex. 7, p. 530-531			

NSBE Correlations for "A Guide to Microsoft Office 2003" Copyright 2004 Lawrenceville Press

<b>MARKETING</b>	Approaches	Meets		
<b><u>I FOUNDATIONS OF MARKETING</u></b>				
<b>Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</b>				
<i>Level 2 Performance Expectations</i>				
Describe the factors that influence customer-business relationships (e.g., return policies, pricing, and advertising)	Ch 4, Ex. 15, p. 127	Ch 5, Ex 3, p. 159	Ch 12, p. 445-447	
<i>Level 3 Performance Expectations</i>				
Recognize that a successful marketing strategy is built on positive customer relationships	Ch 4, Ex. 15, p. 127	Ch 5, Ex 3, p. 159	Ch 12, p. 445-447	
<b><u>III EXTERNAL FACTORS</u></b>				
<b>Achievement Standard: Analyze the influence of External factors on marketing</b>				
<b><u>F. CULTURE</u></b>				
<i>Level 2 Performance Expectation</i>				
Identify specific differences in cultural norms and values that may influence marketing	Ch 14, Ex 7, p. 530-531			
<i>Level 3 Performance Expectations</i>				
Describe ways cultural differences, both domestic and international, affect marketing activities	Ch 14, Ex 7, p. 530-531			
Analyze ways in which marketers may respond to the concerns of cultural groups	Ch 14, Ex 7, p. 530-531			

<b>IV THE MARKETING MIX</b>				
<b>Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</b>				
<b>A. PRODUCT AND SERVICES</b>				
<b>6. SERVICE EXTENSIONS</b>				
<i>Level 3 Performance Expectations</i>				
Identify Examples of service Extensions (e.g., product warranty, technical support, or service contract)	Ch 10, Ex 8, p. 374			
<b>B. PLACE</b>				
<i>Level 1 Performance Expectation</i>				
Identify where different products can be purchased (e.g., on the Internet, in a mall, and through catalogs)	Ch 1, Ex. 5, p. 22	Ch 2, p. 24-25	Ch 5, Ex. 11, p. 164	
<i>Level 3 Performance Expectations</i>				
Describe evolving technologies (e.g., the Internet) as a channel of distribution	Ch 1, Ex. 5, p. 22 Ch 2, Ex. 1, p. 55	Ch 2, p. 24-25	Ch 5, Ex. 11, p. 164	
<b>C. PRICE</b>				
<i>Level 1 Performance Expectation</i>				
Explain how price determines what consumers purchase	Ch 2, Ex 5, p. 56	Ch 8, p. 260	Ch 10, Ex. 4, p. 370-371	Ch 10, Ex. 7, p. 373
<i>Level 3 Performance Expectations</i>				
Calculate a product's price using different pricing methods	Ch 8, p. 260	Ch 10, Ex. 4, p. 370-371	Ch 10, Ex. 7, p. 373	
<b>D. PROMOTION</b>				
<b>1. ADVERTISING</b>				
<i>Level 2 Performance Expectation</i>				
Identify the various media available for advertising	Ch 2, p. 25			
<i>Level 3 Performance Expectations</i>				
Recognize marketing opportunities created by new communication technologies	Ch 2, p. 25	Ch 6, p. 191-195		