

American Careers Business
Aligned with Louisiana 9-12 Academic Content Standards and Benchmarks

Project 1.1: Sell Your Principal (Exploring Business Potential)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 2. Use language, concepts and ideas that show an awareness of the intended audience and/or purpose. 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 4. Use narration, description, exposition and persuasion to develop various modes of writing. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources. 	<p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 3. Use the features of speaking when giving prepared and impromptu presentations. 4. Speak and listen for a variety of audiences and purposes. 5. Participate in a variety of roles in group discussions.

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Project 1.1: Sell Your Principal (Exploring Business Potential) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <p>2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.</p>	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <p>1. Fundamental Economics Concepts</p> <p>a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result.</p> <p>b. Analyze the roles that production, distribution and consumption play in economic decisions.</p> <p>2. Individuals, Households, Businesses and Governments</p> <p>a. Identify factors that cause changes in supply and demand.</p> <p>b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.</p>

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Project 1.1: Kayaking Caleb – Going with the Flow (Cash Flow)

English Language Arts	Mathematics
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 4. Analyze and evaluate complex texts with supportive explanations to generate connections to real-life situations and other texts. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Three: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 6. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 4. Solve algebraic equations and inequalities using a variety of techniques with the appropriate tools. <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and use the appropriate notation and terminology. 5. Analyze real-world relationships that can be molded by elementary functions.

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Benefits)Project 1.1: Kayaking Caleb – Going with the Flow
(Cash Flow) (continued)

Project 1.3: Not Playing by the Rules (Abuse of Employee Benefits)

Social Studies	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. b. Analyze the roles that production, distribution and consumption play in economic decisions. 	<p>Standard One: Read, comprehend and respond to a range of materials using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 4. Use narration, description, exposition and persuasion to develop various modes of writing. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary.

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Project 1.3: Not Playing by the Rules (Abuse of Employee Benefits) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. 4. Use available technology to produce, revise and publish a variety of works. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Structure and Purposes of Government <ol style="list-style-type: none"> a. Analyze the necessity and purposes of politics and government and identify examples of programs that fit within those purposes. e. Evaluate the role and importance of law in the American political system and apply criteria to evaluate laws. 4. Roles of the Citizen <ol style="list-style-type: none"> a. Evaluate and defend positions on issues regarding the personal, political and economic rights of citizens.

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Project 1.4: Creating a Business (Legal Forms of Business)

English Language Arts	
<p>Standard One: Comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 2. Use language, concepts and ideas that show an awareness of the intended audience and/or purpose in developing compositions. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. 	<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. 4. Use available technology to produce, revise and publish a variety of works. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences, and using available information resources to solve problems in complex oral, written and visual texts.

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Project 1.4: Creating a Business (Legal Forms of Business)
(continued)

Project 1.5: Marketing Success (Adding Value to Your Product)

Social Studies	English Language Arts
<p>Civics: Strand Two: Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p style="padding-left: 40px;">c. Evaluate the role and importance of law in the American political system and apply criteria to evaluate laws.</p> <p>Economics: Strand Three: Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <p style="padding-left: 20px;">1. Fundamental Economic Concepts</p> <p style="padding-left: 40px;">f. Analyze the roles of economic institutions, such as corporations and labor unions, that compose economic systems.</p>	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <p style="padding-left: 40px;">1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies.</p> <p style="padding-left: 40px;">5. Adjust reading rate according to texts and purposes for reading.</p> <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <p style="padding-left: 40px;">6. Write as a response to texts and life experiences.</p> <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <p style="padding-left: 40px;">2. Use the grammatical and mechanical conventions of standard English.</p> <p style="padding-left: 40px;">3. Spell accurately using strategies and resources when necessary.</p> <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <p style="padding-left: 40px;">1. Speak intelligibly, using standard English pronunciation and diction.</p> <p style="padding-left: 40px;">4. Speak and listen for a variety of audiences and purposes.</p> <p style="padding-left: 40px;">6. Participate in a variety of roles in group discussion.</p>

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Project 1.5: Marketing Success (Adding Value to Your Product) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <p>2. Use reasoning skills, incorporating life experiences and use available information resources to solve problems in complex oral, written and visual texts.</p>	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <p>1. Fundamental Economic Concepts</p> <p style="padding-left: 20px;">b. Analyze the roles that production, distribution and consumption play in economic decisions.</p> <p style="padding-left: 20px;">e. Explain the basic features of market structures and exchanges.</p> <p>2. Individuals, Households, Businesses and Governments</p> <p style="padding-left: 20px;">a. Identify factors that cause changes in supply and demand.</p> <p style="padding-left: 20px;">b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.</p>

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Project 1.6: “And the Envelope, Please ...” (Teamwork)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 3. Use the features of speaking when giving prepared and impromptu presentations. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences, and using available information resources to solve problems in complex oral, written and visual texts.

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Project 1.6: “And the Envelope, Please ...” (Teamwork) (continued) **Project 2.1: Entertaining Risks (Insurance)**

Social Studies (continued)	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> c. Apply the skills and knowledge necessary in making decisions about career options. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes.

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Project 2.1: Entertaining Risks (Insurance) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Economics: Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> b. Analyze the roles that production, distribution and consumption play in economic decisions. e. Explain the basic features of market structures and exchanges.

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Project 2.2: Mastering Mischief (Security Issues)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 4. Use narration, description, exposition and persuasion to develop various modes of writing. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. 4. Use available technology to produce, revise and publish a variety of works. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 2.2: Mastering Mischief (Security Issues) *(continued)*

Mathematics	Social Studies
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 2. Recognize the relationship between operations involving real numbers and operations involving algebraic equations. <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and use the appropriate notation and terminology. 	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Structure and Purposes of Government <ol style="list-style-type: none"> e. Evaluate the role and importance of law in the American political system and apply criteria to evaluate laws. 2. Foundations of the American Political System <ol style="list-style-type: none"> b. Explain basic democratic beliefs and principles of constitutional democracy in American society and apply them to the analysis of issues of conflicting beliefs and principles. d. Evaluate issues related to the differences between American ideals and the realities of American social and political life. 4. Roles of the Citizen <ol style="list-style-type: none"> a. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy. <p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> h. Apply economic concepts to understand and evaluate historical and contemporary issues. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.

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Project 2.3: How to Avoid a \$24,000 Mistake (Credit Cards)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 2.3: How to Avoid a \$24,000 Mistake (Credit Cards) *(continued)*

Mathematics	
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real-number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 4. Solve algebraic equations and inequalities using a variety of techniques with the appropriate tools. 	<p>Strand Six: Patterns, Relations and Functions</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and using the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions.

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**Project 2.3: How to Avoid a \$24,000 Mistake
(Credit Cards) (continued)**

**Project 2.4: In Concert with the Community
(Benefit of Corporate Citizenship)**

Social Studies	English Language Arts
<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>4. Roles of the Citizen</p> <p>a. Evaluate and defend positions on issues regarding the personal, political and economic rights of citizens.</p> <p>b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.</p> <p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <p>1. Fundamental Economic Concepts</p> <p>a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result.</p> <p>b. Analyze the roles that production, distribution and consumption play in economic decisions.</p> <p>g. Analyze the roles of money and banking in an economic system.</p> <p>h. Apply economic concepts to understand and evaluate historical and contemporary issues.</p> <p>History: Strand Four – Develop a sense of historical perspective as they study the history of their community, state, nation and world.</p> <p>1. Historical Thinking Skills</p> <p>a. Apply key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity.</p> <p>b. Explain and analyze events, ideas and issues within a historical context.</p>	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <p>1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies.</p> <p>5. Adjust reading rate according to texts and purposes for reading.</p> <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <p>6. Write as a response to texts and life experiences.</p> <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <p>2. Use the grammatical and mechanical conventions of standard English.</p> <p>3. Spell accurately using strategies and resources when necessary.</p> <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <p>1. Speak intelligibly, using standard English pronunciation and diction.</p> <p>4. Speak and listen for a variety of audiences and purposes.</p> <p>6. Participate in a variety of roles in group discussion.</p>

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Project 2.4: In Concert with the Community (Benefit of Corporate Citizenship) *(continued)*

English Language Arts <i>(continued)</i>	Mathematics
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 6. Apply ratios and proportional thinking in a variety of situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 2. Recognize the relationship between operations involving real numbers and operations involving algebraic equations. 4. Solve algebraic equations and inequalities using a variety of techniques with the appropriate tools.

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Project 2.4: In Concert with the Community (Benefit of Corporate Citizenship) *(continued)*

Mathematics <i>(continued)</i>	Social Studies
<p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and use the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions. 	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Structure and Purposes of Government <ol style="list-style-type: none"> d. Evaluate issues related to the differences between American ideals and the realities of American social and political life. 4. Roles of the Citizen <ol style="list-style-type: none"> a. Evaluate and defend positions on issues regarding the personal, political and economics rights of citizens. b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy. d. Analyze and evaluate the importance of political leadership, public service and a knowledgeable citizenry to American constitutional democracy. <p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. h. Apply economic concepts to understand and evaluate historical and contemporary issues. 3. The Economy as a Whole <ol style="list-style-type: none"> c. Analyze the causes and consequences of unemployment, underemployment and income distribution in a market economy.

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Project 2.4: In Concert with the Community
(Benefit of Corporate Citizenship) *(continued)*

Project 2.5: Designing a Space

Social Studies <i>(continued)</i>	English Language Arts
<p>History: Strand Four – Develop a sense of historical perspective as they study the history of the community, state, nation and world.</p> <ol style="list-style-type: none"> 1. Historical Thinking Skills <ol style="list-style-type: none"> d. Utilize knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues. f. Analyze cause-effect relationships. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes..</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion.

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Project 2.5: Designing a Space *(continued)*

English Language Arts <i>(continued)</i>	Mathematics
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <p>2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.</p>	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. <p>Strand Three: Measurement – Demonstrate an understanding of the concepts, processes and real-life applications of measurement.</p> <ol style="list-style-type: none"> 1. Select and use appropriate units, techniques and tools to measure quantities in order to achieve specified degrees of precision, accuracy and error of measurements. 2. Demonstrate an intuitive sense of measurement.

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Project 2.5: Designing a Space *(continued)*

Mathematics <i>(continued)</i>	Social Studies
<p>3. Estimate, compute and apply physical measurement using suitable units.</p> <p>4. Demonstrate the concept of measurement as it applies to real-world experiences.</p> <p>Strand Four: Geometry – Demonstrate an understanding of geometric concepts and applications involving one-, two- and three-dimensional geometry and justify findings.</p> <p>2. Represent and solve problems using geometric models and the properties of those models.</p> <p>4. Use inductive reasoning to predict, discover and apply geometric properties and relationships.</p> <p>6. Demonstrate deductive reasoning and mathematical justification.</p> <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <p>1. Model the concepts of variables, functions and relations as they occur in the real world and using the appropriate notation and terminology.</p>	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <p>1. Fundamental Economic Concepts</p> <p style="padding-left: 20px;">a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result.</p> <p>2. Individuals, Households, Businesses and Government</p> <p style="padding-left: 20px;">a. Identify factors that cause changes in supply and demand.</p> <p style="padding-left: 20px;">b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.</p>

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Project 3.1: Protecting Your “People Investment” (Staff Retention) *(continued)*

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 4. Use available technology to produce, revise and publish a variety of works. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 3.1: Protecting Your “People Investment” (Staff Retention) *(continued)*

Mathematics	Social Studies
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 4. Roles of the Citizen <ol style="list-style-type: none"> a. Evaluate and defend positions on issues regarding the personal, political and economics rights of citizens. b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy. <p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. e. Examine the basic features of market structures and exchanges. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.

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Project 3.2: Dealing With Deception (Performance Review)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. 	<p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 3. Use the features of speaking when giving prepared and impromptu presentations. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 3.2: Dealing With Deception (Performance Review)
(continued)

Project 3.3: What Kind of Dollars Do You Really Take Home? (Payroll Deductions)

Social Studies	English Language Arts
<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 2. Foundations of the American Political System <ol style="list-style-type: none"> a. Analyze the central ideas and historical origins of American constitutional government and evaluate how this form of government has helped to shape American society. b. Explain basic democratic beliefs and principles of constitutional democracy in American society and apply them to the analysis of issues of conflicting beliefs and principles. 4. Roles of the Citizen <ol style="list-style-type: none"> a. Evaluate and defend positions on issues regarding the personal, political and economic rights of citizens. b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary.

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Project 3.3: What Kind of Dollars Do You Really Take Home? (Payroll Deductions) *(continued)*

Mathematics	Social Studies
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ul style="list-style-type: none"> 4. Demonstrate a conceptual understanding of the meaning of the basic arithmetic operations and their relationships to each other. 5. Select appropriate operation(s) for a given situation. 6. Apply a knowledge of basic math facts and arithmetic operations to real-life situations. 9. Demonstrate the connection of number and number relations to the other strands and to real-life situations. <p>Strand Six: Patterns, Relations and Functions</p> <ul style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and using the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions. 	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> 1. Structure and Purposes of Government <ul style="list-style-type: none"> c. Explain and evaluate issues related to the distribution of powers and responsibilities within the federal system. g. Explain how government is financed through taxation. 4. Roles of the Citizen <ul style="list-style-type: none"> a. Evaluate and defend positions on issues regarding the personal, political and economic rights of citizens. b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.

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Project 3.4: Real-World Ethics (Employee Pilferage)

English Language Arts	Mathematics
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 5. Select and use appropriate computational methods and tools for given situations. 6. Apply ratios and proportional thinking in a variety of situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concept of variables, functions and relations as they occur in the real world and using the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions.

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Project 3.4: Real-World Ethics (Employee Pilferage) *(continued)*

Project Title: Mystery Shoppers (Quality Service)

Social Studies	English Language Arts
<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>4. Roles of the Citizen</p> <p style="padding-left: 20px;">b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.</p>	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <p style="padding-left: 40px;">1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies.</p> <p style="padding-left: 40px;">5. Adjust reading rate according to texts and purposes for reading.</p> <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <p style="padding-left: 40px;">6. Write as a response to texts and life experiences.</p> <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <p style="padding-left: 40px;">2. Use the grammatical and mechanical conventions of standard English.</p> <p style="padding-left: 40px;">3. Spell accurately using strategies and resources when necessary.</p> <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <p style="padding-left: 40px;">1. Speak intelligibly, using standard English pronunciation and diction.</p> <p style="padding-left: 40px;">4. Speak and listen for a variety of audiences and purposes.</p> <p style="padding-left: 40px;">6. Participate in a variety of roles in group discussion.</p>

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Project Title: Mystery Shoppers (Quality Service) *(continued)*

Project Title: Frequent Frother (Customer Loyalty Program)

Social Studies	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 2. Use language, concepts and ideas that show an awareness of the intended audience and/or purpose. 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes.

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Project Title: Frequent Frother (Customer Loyalty Program) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>6. Participate in a variety of roles in group discussion.</p> <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <p>2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.</p>	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> b. Analyze the roles that production, distribution and consumption play in economic decisions. e. Explain the basic features of market structures and exchanges. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.

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Project 4.1: An Economic Challenge (Managing Fuel Costs)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 4.1: An Economic Challenge (Managing Fuel Costs) *(continued)*

Mathematics	
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real-number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 4. Solve algebraic equations and inequalities using a variety of techniques with the appropriate tools. 	<p>Strand Five: Data Analysis, Probability and Discrete Math – Discover trends, formulate conjectures regarding cause-and-effect relationships and demonstrate critical thinking skills in order to make informed decisions.</p> <ol style="list-style-type: none"> 2. Recognize data that relate two variables as linear, exponential or otherwise in nature. 4. Demonstrate an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces and geometric figures. 5. Recognize events as dependent or independent in nature and demonstrate techniques for computing multiple-event probabilities. <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and use the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions.

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Project 4.1: An Economic Challenge (Managing Fuel Costs)
(continued)

Project 4.2: Trend Watching (Product Allocation)

Social Studies	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. b. Analyze the roles that production, distribution and consumption play in economic decisions. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion.

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Project 4.2: Trend Watching (Product Allocation) *(continued)*

English Language Arts <i>(continued)</i>	Mathematics
<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <p style="padding-left: 40px;">2. Synthesize information sources.</p> <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <p style="padding-left: 40px;">2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.</p>	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <p style="padding-left: 40px;">1. Demonstrate an understanding of the real number system.</p> <p style="padding-left: 40px;">3. Use number sense to estimate and determine if solutions are reasonable.</p> <p style="padding-left: 40px;">4. Determine whether an exact or appropriate answer is necessary.</p> <p style="padding-left: 40px;">5. Select and use appropriate computational methods and tools for given situations.</p> <p style="padding-left: 40px;">7. Justify reasonableness of solutions and verify results.</p> <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <p style="padding-left: 40px;">1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa.</p> <p style="padding-left: 40px;">4. Solve algebraic equations and inequalities using a variety of techniques with the appropriate tools.</p>

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Project 4.2: Trend Watching (Product Allocation) *(continued)*

Mathematics <i>(continued)</i>	Social Studies
<p>Strand Five: Data Analysis, Probability and Discrete Math</p> <ol style="list-style-type: none"> 2. Recognize data that relate two variables as linear, exponential or otherwise in nature. 5. Recognize events as dependent or independent in nature and demonstrate techniques for computing multiple-event probabilities. 6. Recognize and answer questions about data that are normally or non-normally distributed. 7. Make inferences from data that are organized in charts, tables and graphs. <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and use the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions. 	<p>Geography: Strand One – Develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places and the relationship between man and his environment.</p> <ol style="list-style-type: none"> 1. The World in Spatial Terms <ol style="list-style-type: none"> c. Analyze the various ways in which physical and human regions are structured and interconnected. 3. Physical and Human Systems <ol style="list-style-type: none"> b. Determine the economics, political and social factors that contribute to human migration and settlement patterns and evaluate their impact on physical and human systems. d. Analyze the characteristics, distribution and interrelations of the world’s cultures. e. Describe and evaluate spatial distributions of economics systems and how economic systems affect regions. <p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. b. Analyze the roles that production, distribution and consumption play in economic decisions. e. Explain the basic features of market structures and exchanges.

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Project 4.2: Trend Watching (Product Allocation) *(continued)*

Project 4.3: Risky Business (Safety in the Workplace)

Social Studies <i>(continued)</i>	English Language Arts
<p>2. Individuals, Households, Businesses and Governments</p> <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English punctuation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion.

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Project 4.3: Risky Business (Safety in the Workplace) *(continued)*

English Language Arts <i>(continued)</i>	Science
<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and use available information resources to solve problems in complex oral, written and visual texts. 	<p>Strand Two: Physical Science</p> <ol style="list-style-type: none"> 5. Forces and Motion <ol style="list-style-type: none"> a. Recognize the characteristics and relative strengths of the forces of nature. 7. Interactions of Energy and Matter <ol style="list-style-type: none"> d. Explain the possible hazards of exposure to various forms and amounts of energy.

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Project 4.3: Risky Business (Safety in the Workplace) (continued)

Project 4.4: Fashioning Increased Sales (Fashion Show)

Social Studies	English Language Arts
<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Structure and Purposes of Government <ol style="list-style-type: none"> e. Evaluate the role and importance of law in the American political system and apply criteria to evaluate laws. 4. Roles of the Citizen <ol style="list-style-type: none"> a. Evaluate and defend positions on issues regarding the personal, political and economics rights of citizens. b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussions.

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Project 4.4: Fashioning Increased Sales (Fashion Show)

English Language Arts <i>(continued)</i>	Mathematics
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none">2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none">3. Use number sense to estimate and determine if solutions are reasonable.4. Determine whether an exact or appropriate answer is necessary.5. Select and use appropriate computational methods and tools for given situations.

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Project 4.4: Fashioning Increased Sales (Fashion Show) (continued) Project 4.5: Training the Troops (Staff Promotion Plan)

Social Studies	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> b. Analyze the roles that production, distribution and consumption play in economic decisions. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences. 6. Participate in a variety of roles in group discussion.

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Project 4.5: Training the Troops (Staff Promotion Plan) *(continued)*

English Language Arts <i>(continued)</i>	Mathematics
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none">2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none">3. Use number sense to estimate and determine if solutions are reasonable.4. Determine whether an exact or appropriate answer is necessary.

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Project 4.5: Training the Troops (Staff Promotion Plan)
(continued)

Project 5.1: How the Job Really Gets Done (Create a New Organizational Chart) *(continued)*

Social Studies	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> b. Analyze the roles that production, distribution and consumption play in economic decisions. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion.

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Project 5.1: How the Job Really Gets Done (Create a New Organizational Chart) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. 6. Analyze and synthesize graphic organizers. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand.

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Project 5.2: Do Your Money Management Skills Add Up? (Managing Business Finances)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 6. Write as a response to texts and life experiences. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. <p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. 	<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 5.2: Do Your Money Management Skills Add Up? (Managing Business Finances) *(continued)*

Mathematics	
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 2. Recognize the relationship between operations involving real numbers and operations involving algebraic equations. 	<p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and using the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions.

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Project 5.2: Do Your Money Management Skills Add Up?
(Managing Business Finances) *(continued)*

Project 5.3: Rules of the Game (Resolving Conflicts)

Social Studies	English Language Arts
<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> c. Analyze the impact of governmental taxation, spending and regulation on different groups in a market economy. 	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion.

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Project 5.3: Rules of the Game (Resolving Conflicts) *(continued)*

English Language Arts <i>(continued)</i>	Social Studies
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <p>2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.</p>	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>4. Roles of the Citizen</p> <p>b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.</p>

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Project 5.4: A Nice Idea, but Will It Make Money? (Break-Even Analysis)

English Language Arts	Mathematics
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. 2. Synthesize information sources. 6. Analyze and synthesize graphic organizers. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 6. Apply ratios and proportional thinking in a variety of situations. 7. Justify reasonableness of solutions and verify results. <p>Strand Two: Algebra – Demonstrate an understanding of concepts and processes that allow them to analyze, represent and describe relationships among variable quantities and to apply algebraic methods to real-world situations.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to translate real-world situations into algebraic expressions, equations and inequalities and vice versa. 2. Recognize the relationships between operations involving real numbers and operations involving algebraic equations. 4. Solve algebraic equations and inequalities using a variety of techniques with the appropriate tools.

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Project 5.4: A Nice Idea, but Will It Make Money? (Break-Even Analysis) *(continued)*

Mathematics <i>(continued)</i>	Social Studies
<p>Strand Five: Data Analysis, Probability and Discrete Math – Discover trends, formulate conjectures regarding cause-and-effect relationships and demonstrate critical thinking skills in order to make informed decisions.</p> <ol style="list-style-type: none"> 4. Demonstrate an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces and geometric figures. 5. Recognize events as dependent or independent in nature and demonstrate techniques for computing multiple-event probabilities. <p>Strand Six: Patterns, Relations and Functions – Demonstrate an understanding of patterns, relations and functions that represent and explain real-world situations.</p> <ol style="list-style-type: none"> 1. Model the concepts of variables, functions and relations as they occur in the real world and use the appropriate notation and terminology. 5. Analyze real-world relationships that can be modeled by elementary functions. 	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> b. Analyze the roles that production, distribution and consumption play in economic decisions. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.

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Project 5.5: Mission Control (Company Policy Manual)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. 6. Analyze and synthesize graphic organizers. 	<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 5.5: Mission Control (Company Policy Manual) (continued) **Project 6.1: Corraling Deadline Chaos (Project Timeline)**

Social Studies	English Language Arts
<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>4. Roles of the Citizen</p> <p> b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.</p>	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <p>1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies.</p> <p>5. Adjust reading rate according to texts and purposes for reading.</p> <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <p>3. Apply the steps of the writing process, emphasizing revising and editing in final drafts.</p> <p>6. Write as a response to texts and life experiences.</p> <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <p>2. Use the grammatical and mechanical conventions of standard English.</p> <p>3. Spell accurately using strategies and resources when necessary.</p> <p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <p>1. Evaluate and use organizational features of printed text, other media and electronic information.</p> <p>2. Synthesize information sources.</p> <p>6. Analyze and synthesize graphic organizers.</p>

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Project 6.1: Corralling Deadline Chaos (Project Timeline) *(continued)*

English Language Arts <i>(continued)</i>	Mathematics
<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Strand Five: Data Analysis, Probability and Discrete Math – Discover trends, formulate conjectures regarding cause-and-effect relationships and demonstrate critical thinking skills in order to make informed decisions.</p> <ol style="list-style-type: none"> 3. Use simulations to estimate probabilities. 5. Recognize events as dependent or independent in nature and demonstrate techniques for computing multiple-event probabilities. 8. Use logical thinking procedures, such as flow charts, Venn diagrams and truth tables. 9. Use discrete math to model real-life situations.

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Project 6.2: Skateboarding in Olympic Style (Promote an Idea)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 6.3: Show Me the Money (Managing Delinquent Accounts)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 6.3: Show Me the Money (Managing Delinquent Accounts) *(continued)*

Mathematics	Social Studies
<p>Strand Three: Measurement – Demonstrate an understanding of the concepts, processes and real-life applications of measurement.</p> <p>4. Demonstrate the concept of measurement as it applies to real-world experiences.</p>	<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>4. Roles of the Citizen</p> <p>b. Evaluate and defend positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.</p> <p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <p>1. Fundamental Economic Concepts</p> <p>e. Explain the basic features of market structures and exchanges.</p>

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Project 6.4: Fitness Means Good Business (Recognizing Potential)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 4. Speak and listen for a variety of audiences and purposes. 	<p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 6.4: Fitness Means Good Business (Recognizing Potential)
(continued)

Project 6.5: Inquiring Mountain Bikers Want to Know (Analyzing Environmental Impact)

Social Studies	English Language Arts
<p>Civics: Strand Two – Develop an understanding of the structure and purposes of government, the foundations of the American democratic system and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>4. Roles of the Citizen</p> <p style="padding-left: 20px;">d. Analyze and evaluate the importance of political leadership, public service and a knowledgeable citizenry to American constitutional democracy.</p>	<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 2. Use language, concepts and ideas that show an awareness of the intended audience and/or purpose. 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 4. Use narration, description, exposition and persuasion to develop various modes of writing. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary.

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Project 6.5: Inquiring Mountain Bikers Want to Know (Analyzing Environmental Impact) (continued)

English Language Arts (continued)	Science
<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts. 	<p>Strand Five: Science and the Environment – Develop an appreciation of the natural environment, learn the importance of environmental quality and acquire a sense of stewardship. As consumers and citizens, be able to recognize how our personal, professional and political actions affect the natural world.</p> <ol style="list-style-type: none"> 1. Ecological Systems and Interactions <ol style="list-style-type: none"> a. Demonstrate an understanding of the functions of earth’s major ecological systems. c. Describe how habitat, carrying capacity and limiting factors influence plant and animal populations (including humans). i. Demonstrate an understanding of influencing factors of biodiversity. j. Explain that all species represent a vital link in a complex web of interaction. 2. Resources and Resource Management <ol style="list-style-type: none"> b. Compare and contrast conserving and preserving resources. 3. Environmental Awareness and Protection <ol style="list-style-type: none"> c. Investigate and communicate how environmental policy is formed by the interaction of social, economic, technological and political considerations. e. Analyze how public support affects the creation and enforcement of environmental laws and regulations.

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Science (continued)	Social Studies
<p>4. Personal Choices and Responsible Actions</p> <ul style="list-style-type: none"> a. Demonstrate the effects of personal choices and actions on the natural environment. b. Analyze how individuals are capable of reducing and reversing their impact on the environment through thinking, planning, education, collaboration and action. c. Demonstrate that the most important factor in prevention and control of pollution is education. d. Demonstrate a knowledge that environmental issues should be a local and global concern. e. Recognize that the development of accountability toward the environment is essential for sustainability. f. Develop an awareness of personal responsibility as stewards of the local and global environment. 	<p>Geography: Strand One – Develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places and the relationship between man and his environment.</p> <ul style="list-style-type: none"> 1. The World in Spatial Terms <ul style="list-style-type: none"> b. Organize geographic information and answer complex questions by formulating mental maps of places and regions. 3. Physical and Human Systems <ul style="list-style-type: none"> e. Describe and evaluate spatial distributions of economics systems and how economic systems affect regions. 4. Environment and Society <ul style="list-style-type: none"> a. Describe and evaluate the ways in which technology has expanded the human capability to modify the physical environment. d. Evaluate policies and programs related to the use of natural resources. e. Develop plans to solve local and regional geographic problems related to contemporary issues.

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Project 6.6: Putting Plans into Perspective (SWOT Analysis)

English Language Arts	
<p>Standard One: Read, comprehend and respond to a range of materials, using a variety of strategies for different purposes.</p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning and extend basic and technical vocabulary, employing a variety of strategies. 5. Adjust reading rate according to texts and purposes for reading. <p>Standard Two: Write competently for a variety of purposes and audiences.</p> <ol style="list-style-type: none"> 3. Apply the steps of the writing process, emphasizing revising and editing in final drafts. 6. Write as a response to texts and life experiences. <p>Standard Three: Communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling and handwriting.</p> <ol style="list-style-type: none"> 2. Use the grammatical and mechanical conventions of standard English. 3. Spell accurately using strategies and resources when necessary. <p>Standard Four: Demonstrate competence in speaking and listening as tools for learning and communicating.</p> <ol style="list-style-type: none"> 1. Speak intelligibly, using standard English pronunciation and diction. 4. Speak and listen for a variety of audiences and purposes. 6. Participate in a variety of roles in group discussion. 	<p>Standard Five: Locate, select and synthesize information from a variety of texts, media, references and technological sources to acquire and communicate knowledge.</p> <ol style="list-style-type: none"> 1. Evaluate and use organizational features of printed text, other media and electronic information. 2. Synthesize information sources. <p>Standard Seven: Apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing and visually representing.</p> <ol style="list-style-type: none"> 1. Use comprehension strategies to evaluate oral, written and visual texts. 2. Use reasoning skills, incorporating life experiences and using available information resources to solve problems in complex oral, written and visual texts.

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Project 6.6: Putting Plans into Perspective (SWOT Analysis) (continued)

Mathematics	Social Studies
<p>Strand One: Number and Number Relations – Demonstrate an understanding of the real number system and communicate the relationships within the system using a variety of techniques and tools.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the real number system. 3. Use number sense to estimate and determine if solutions are reasonable. 4. Determine whether an exact or appropriate answer is necessary. 5. Select and use appropriate computational methods and tools for given situations. 7. Justify reasonableness of solutions and verify results. 	<p>Economics: Strand Three – Develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses and governments in the United States and the world.</p> <ol style="list-style-type: none"> 1. Fundamental Economic Concepts <ol style="list-style-type: none"> a. Analyze the impact of the scarcity of productive resources and examine the choices and opportunity cost that result. b. Analyze the roles that production, distribution and consumption play in economic decisions. 2. Individuals, Households, Businesses and Governments <ol style="list-style-type: none"> a. Identify factors that cause changes in supply and demand. b. Analyze how changes in supply and demand, price, incentives and profit influence production and distribution in a competitive market system.