

# ***Business Management Supplemental Program Resources***



This document was prepared by:

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Table of Contents

[Introduction](#) ..... 3

[Program of Study](#) ..... 4

[Program Structure](#) ..... 5

[Course Descriptions](#) ..... 6

[Equipment List\(s\)](#) ..... 7

[Crosswalks and Alignments](#) ..... 9

## Introduction

This document provides supplemental information for the Business Management program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Business Management program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Business Management standards for the Business Management and Administration program of study. Complementary course standards are not listed in the crosswalks and alignments.

**Program of Study Information**

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

**Business Management**



The Business Management program provides students with the overall principles of business management. Areas of study include economics, budgeting, human resource management, operations, strategic management, and financial-based decision making.

**Business Management and Administration Career Cluster**

This Career Cluster® is focused on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

**Postsecondary Options**

**Certificate/License**

- Business Management
- Small Business and Entrepreneurship

**Associate Degrees**

- Business
- Small Business and Entrepreneurship

**Bachelor's Degree**

- Business Administration
- Economics
- Project Management

**Master's/Doctoral Degree**

- Business Administration
- Business Analytics



For additional information on this cluster, please contact:

[cteinfo@doe.nv.gov](mailto:cteinfo@doe.nv.gov)

Website: <https://doe.nv.gov/offices/crales/cte>

**Approved Courses**

Principles of Business and Marketing  
Business Management I

**Complementary Courses**

Business Management Advanced Studies  
CTE Work Experience – Business Management  
Industry Recognized Credentials - Business Management

**Work-Based Learning Opportunities**

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

**Career and Technical Student Organization**



**State Recognized Industry Certifications**

Refer to the Governor’s Office of Innovation’s [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Human Resources Mgr	\$126,230	16,300	7.0%
Management Analyst	\$93,000	101,900	11.0%
Project Management	\$98,580	881,300	6%

Source U.S. Bureau of Labor Statistics 2022

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## Program Structure for Business Management

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Business Management and Administration II course.

### Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
<b>R</b>	Principles of Business and Marketing	PRIN BUS MKTG	52.0101	12	052	G	1.00	12	12052G1.0012
<b>R</b>	Business Management I	BUS MGMT I	52.0201	12	052	G	1.00	22	12052G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Business Management Advanced Studies	BUS MGMT AS	52.0201	12	052	E	1.00	11	12052E1.0011
C	Business Entrepreneurship	BUS ENTREPRENEUR	52.0701	12	053	E	1.00	11	12053E1.0011
C	Industry Recognized Credential – Business Management	IRC BUS MGMT	52.0201	12	999	E	1.00	11	12999E1.0011
C	CTE Work Experience – Business Management and Administration	WORK EXPER BUS ADM	99.0004	12	998	G	1.00	11	G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

## Course Descriptions

### Principles of Business and Marketing

*Prerequisite: None*

This course is an entry-level course in the Business Management and Marketing programs that develops student understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental business and marketing activities, factors affecting business, develop verbal and written communications skills, and participate in career exploration and planning.

### Business Management I

*Prerequisite: Principles of Business and Marketing*

This course is a continuation of the Business Management program. The course addresses several types of management, including customer relationship management, human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Economics, finance, operations, and professional development are also emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Business Management Advanced Studies

*Prerequisite: Completion of Business Management Program of Study*

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

### CTE Work Experience – Business Management and Administration

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

### Industry-Recognized Credential – Business Management

*Prerequisite: Completion of Office Management Program of Study*

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Office Management Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

**Equipment List**

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Business Management and Administration program.

**CTE Classroom Equipment** **Total: \$6,080**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	White Boards (4' x 8')	\$275	\$550

**Program Equipment** **Total: \$28,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000

**Instructional Materials** **Total: \$5,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found <a href="#">here</a> .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Office Productivity Software Suite	\$2,500	\$2,500

# Supplemental Program Resources

**2024**

**Instructional Supplies**

**Total:**

**\$5,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Video Cameras	\$500	\$2,500
Varies	Video Camera Accessories (batteries, memory cards, etc.)	\$1000	\$1000
Varies	Computer Accessories (cases, covers, etc.) (optional)	\$1000	\$1000
Varies	Office Supplies (paper, files, etc.)	\$500	\$500

**Other**

**Total:**

**\$100**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Microsoft Certifications	\$100	\$100

**Category Totals:**

Classroom Equipment	\$6,080
Program Equipment	\$28,500
Instructional Materials	\$5,500
Instructional Supplies	\$5,000
Other	\$100
<b>Estimated Program Total</b>	<b>\$45,180</b>



## Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

### Crosswalks (Academic Standards)

The crosswalks of the Business Management and Administration Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Program Area program connect with and support academic learning. The performance indicators are grouped according to their content standard and are cross walked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

### Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support Mathematical Practices. The following table illustrates the alignment of the Program Area Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management and Administration program connect with and support academic learning.

### Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Business Management and Administration Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management and Administration program connect with and support academic learning.

### Crosswalks (Common Career Technical Core)

The crosswalks of the Business Management and Administration Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Business Management and Administration program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Business Management and Administration Standards are cross walked to the Career Cluster™ and the Career Pathway.

**Crosswalk of Business Management Program of Study Standards  
and the Nevada Academic Content Standards (possibly more than one)**

**English Language Arts: Language Standards**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	7.4.3
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2; 9.1.2

**English Language Arts: Reading Standards for Informational Text**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	4.2.3
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	6.1.2
RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	7.1.1, 7.3.3, 7.4.2, 7.4.4 7.4.5, 7.4.6
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	2.1.5; 8.1.2; 10.3.4
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	2.1.5

**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.3.2; 9.1.1; 10.3.4
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	7.4.3

Nevada Academic Content Standards		Performance Indicators
RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	3.1.1, 3.3.1; 5.4.8 5.5.2, 5.5.3
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	2.1.4, 2.2.6
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.1.4, 2.1.7, 2.2.6; 3.1.1 3.1.2, 3.1.3, 3.2.1, 3.2.6 7.1.1, 7.1.3, 7.3.4; 8.2.3 9.1.1; 10.1.5

**English Language Arts: Speaking and Listening Standards**

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	4.1.2; 10.3.3
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.8; 3.2.1 3.2.5, 3.2.6; 4.1.2; 7.1.1 7.1.3, 7.3.3, 7.3.4, 7.4.1 8.1.4; 10.1.1, 10.3.3
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	4.1.1, 4.1.2
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	2.1.8; 4.1.2; 10.3.3
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.1.8; 4.1.1, 4.1.2; 7.4.2 8.1.4; 10.3.3
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 4.1.4; 5.1.2; 7.4.4 7.4.5, 7.4.6

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1 1.2.4, 1.4.2, 1.5.2 4.2.1

### English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	4.1.1; 8.3.2
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3.2.2
WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	3.2.5, 3.3.4; 6.1.2 7.1.1, 7.1.3, 7.2.9 7.3.3, 7.3.4, 7.4.1 10.1.1
WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	6.2.7, 6.2.8, 6.2.9
WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	6.1.1; 8.1.1
WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	3.3.6
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1

## Supplemental Program Resources

2024

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.1.6; 3.1.2, 3.2.3 6.1.3; 9.1.1
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2 1.4.3, 1.5.2; 3.3.5 4.2.3; 5.1.2; 6.1.3 8.1.2
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	2.2.2, 2.2.3, 2.2.4 6.1.3; 8.2.3; 9.1.1 9.1.2

## Math: Number & Quantity – Quantities

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
NQ.A.2	Define appropriate quantities for the purpose of descriptive modeling.	7.3.3
NQ.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	7.3.3

## Alignment of Business Management and Administration Standards and the Mathematical Practices

Mathematical Practices	Business Management and Administration Performance Indicators
1. Make sense of problems and persevere in solving them.	1.2.4, 6.2.8, 6.2.10, 6.3.5 7.1.4, 9.5.3, 9.5.5
2. Reason abstractly and quantitatively.	1.2.4, 1.2.6, 1.3.1, 1.3.7 6.2.3, 6.4.6; 8.1.3; 9.5.3, 9.5.4
3. Construct viable arguments and critique the reasoning of others.	5.2.6; 7.2.3; 8.1.3; 9.5.3, 9.5.4
4. Model with mathematics.	5.2.9; 6.1.5, 6.2.4
5. Use appropriate tools strategically.	9.3.5, 9.3.6, 9.5.1
6. Attend to precision.	5.2.9, 9.5.2
7. Look for and make use of structure.	9.1.7, 9.4.1, 9.4.4, 9.5.2
8. Look for and express regularity in repeated reasoning.	6.2.5, 6.2.6

## Alignment of Business Management and Administration Standards and the Science and Engineering Practices

Science and Engineering Practices	Business Management and Administration Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	1.3.2
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	5.2.9, 6.2.6, 6.4.4, 6.5.1 9.5.3 - 9.5.5
5. Using mathematics and computational thinking.	5.2.9; 6.2.4, 6.5.1
6. Constructing explanations (for science) and designing solutions (for engineering).	1.3.7
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	4.1.4; 9.3.3



## Crosswalks of Business Management and Administration Standards and the Common Career Technical Core

Business Management and Administration Career Cluster	Performance Indicators
1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in business.	5.2.9; 6.1.5, 6.2.4, 6.2.6
2. Describe laws, rules and regulations as they apply to effective business operations.	2.1.5 - 2.1.8, 2.2.1 - 2.2.5 2.3.1, 2.3.6, 2.4.6 2.5.1 - 2.5.4
3. Explore, develop and apply strategies for ensuring a successful business career.	9.1.1 - 9.1.8
4. Identify, demonstrate and implement solutions in managing effective business customer relationships.	3.1.1 - 3.1.5, 3.2.3; 4.1.1 4.1.3
5. Implement systems, strategies and techniques used to manage information in a business.	4.1.1 - 4.1.5; 9.3.1 - 9.3.6 9.5.2, 9.5.5
6. Implement, monitor and evaluate business processes to ensure efficiency and quality results.	9.2.1 - 9.2.9

General Management Career Pathway	Performance Indicators
1. Describe and follow laws and regulations affecting business operations and transactions.	2.1.8, 2.2.1 - 2.2.5, 2.3.1 - 2.3.6, 2.4.2
2. Access, evaluate and disseminate information for business decision making.	9.5.1 - 9.5.5
3. Apply economic concepts fundamental to global business operations.	1.1.1 - 1.1.6, 1.2.1 - 1.2.6 1.3.1 - 1.3.10
4. Employ and manage techniques, strategies and systems to enhance business relationships.	9.1.2, 9.3.1-9.3.6
5. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well-being.	6.2.1 - 6.2.10, 6.3.1-6.3.6 6.4.1 - 6.4.6
6. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.	9.1.1, 9.1.3, 9.1.4, 9.1.6 - 9.1.8, 9.4.1 - 9.4.6, 9.5.2
7. Plan, organize and manage an organization/department to achieve business goals.	9.1.8
8. Create strategic plans used to manage business growth, profit and goals.	9.1.2, 9.1.5