NORTH DAKOTA

BUSINESS EDUCATION

FRAMEWORK

NORTH DAKOTA BUSINESS AND TECHNICAL EDUCATION CURRICULUM FRAMEWORKS COMMITTEE MEMBERS

Project Director
Lila Prigge
University of North Dakota

Project Consultants
Cynde Jacobsen
Dickinson State University

Karen Heth
Dickinson State University

Sandy Braathen
University of North Dakota

Committee Members
David Braaten
Fargo North High School

Kay Furstenau
Cavalier High School

ReMae Kuehn
Center High School

Sandie Nelson
Jamestown High School

Jan Repnow
Wolford High School

Eric Ripley
Valley Middle School, Grand Forks

Susan Shuley
North Valley Vocational Center, Grafton

State Supervisor Business and Technical Education
Jerry Lydeen — May 1999-October 2000

Kelly Scholl — January 2001-October 2001

Associate Committee Members
Rosemary Dahl
Beach High School

Georgeann Gellner
Shanley High School, Fargo

Ad Hoc Committee Members
Terry Kemmer
Mayville State University

Roger Mergenthal
Minot State University

Mission Statement

Content Outcomes

Performance Standards

The Mission Statement of North Dakota Business Education

We believe business education focuses on the outcomes that reflect the knowledge, attitudes, and skills that students need to be productive consumers, workers, and citizens. To do this, business education provides leadership, expertise, and training for the transition from school to work, as well as technology and practices used in business.

Business education provides meaningful and necessary applied learning experiences to meet the needs of students of all ages, ability levels, and learning styles. The business education curriculum is articulated to ensure continuous achievement of defined outcomes. In addition, these outcomes are integrated throughout the school curriculum to complement the total development of the student.

To this end, this framework is to be seen as a guide—a series of benchmarks, which provides the impetus for positive change. Curriculum and methods of delivery are determined in response to student and community needs. As the needs of society change, our business education programs evolve to meet those needs.

Content Outcomes

Business Education

1. The student demonstrates correct touch control of the alphanumeric keyboard.

2. The student demonstrates appropriate applied verbal, nonverbal, and written communication skills.

3. The student demonstrates analytical and computational skills for personal and business applications.

4. The student uses knowledge and experiences that provide a foundation for lifelong learning.

5. The student demonstrates problem-solving and decision-making skills using appropriate resources.

6. The student develops skills for legal and ethical decision making in business and personal situations.

7. The student demonstrates knowledge and awareness of entrepreneurship, global business, and economic principles.

8. The student develops and uses consumer economic skills.

9. The student demonstrates effective group participation and leadership skills in business and personal situations.

10. The student demonstrates knowledge of technology for business and personal applications.

11. The student demonstrates effective use of the Internet and other electronic resources.

Business Education

Content Outcomes and Student Performance Standards

Outcome Statement:

1.   The student demonstrates touch control of the alphanumeric keyboard.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   utilize touch keyboarding technique.

b.   key alphabetic characters using touch control of the keyboard.

c.   identify and operate appropriate hardware and software.

By the end of grade 8

The student demonstrates the ability to:

a.   improve touch keyboarding techniques and skills to acceptable speed and accuracy levels.

b.   operate numeric keypad using touch control.

c.   format and edit documents appropriately.

d.   proofread and edit documents for accuracy, content, and correct grammar, spelling, and punctuation.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a.   master the keyboard at acceptable speed and accuracy levels.

b.   apply word processing skills for business and personal activities.

c.   compose, organize, and edit information using a keyboard.

1.   The student demonstrates touch control of the alphanumeric keyboard.

      d.   master proofreading and editing documents for accuracy, content, and correct grammar, spelling, and punctuation.

      e.   edit for style and professional appearance.

Outcome Statement:

2.   The student demonstrates appropriate applied verbal, nonverbal, and written communi-
        cation skills.

        Benchmarks/Performance Standards:

        By the end of grade 4

        The student demonstrates the ability to:

        a.   use age-appropriate

                1. listening skills.
                2. verbal communication skills in small and large groups.

        b.   use age-appropriate

                1. written language skills.
                2. handwriting skills.
                3. proofreading skills.

        By the end of grade 8

        The student demonstrates the ability to:

        a.   recognize common barriers to the communication process.

        b.   use written language correctly in terms of grammar, spelling, punctuation, style,
                and usage.

        c.   listen attentively.

        d.   utilize proofreading and editing skills.

Outcome Statement:

2.   The student demonstrates appropriate applied verbal, nonverbal, and written communication skills.

      By the end of grade 12 or at exit

      The student demonstrates the ability to:

      a.   identify appropriate strategies to overcome the common barriers in the communication process.

      b.   perceive and understand the effects of various nonverbal communication tools.

      c.   listen attentively and record accurately key ideas.

      d.   choose appropriate mode and equipment for communication.

      e.   compose appropriate documents used in business communication.

      f.   proofread and edit written communication.

      g.   prepare and deliver an oral presentation.

      h.   differentiate between business and personal communications.

Outcome Statement:

3.   The student demonstrates analytical and computational skills for personal and business applications.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   apply basic mathematical operations to solve problems.

b.   understand basic mathematical concepts and how they apply.

c.   compare computed result with estimated result to determine the reasonableness of the solution.

d.   use common international standards of measurement in solving problems.

By the end of grade 8

The student demonstrates the ability to:

a.   solve problems that involve percents, ratios, and proportions including use of appropriate conversions when necessary.

b.   interpret, analyze, and solve problems related to business and personal situations.

c.   understand basic economic concepts and terminology.

By the end of grade 12 or exit

The student demonstrates the ability to:

a.   apply basic accounting and financial concepts to business and personal applications.

b.   use a variety of tools to record, analyze, interpret, and communicate financial information.

Outcome Statement:

4.   The student uses knowledge and experiences that provide a foundation for lifelong learning.

   Benchmarks/Performance Standards:

   By the end of grade 4

   The student demonstrates the ability to:

   a.   identify individual talents and personal likes and dislikes.

   b.   explore a variety of career choices.

   c.   recognize the value and quality of work.

   By the end of grade 8

   The student demonstrates the ability to:

   a.   assess and analyze strengths and weaknesses relative to a variety of career options.

   b.   describe how career development is a continuous process with a series of choices.

   c.   understand the preparation necessary for entry into the world of work.

   By the end of grade 12 or at exit

   The student demonstrates the ability to:

   a.   assess and analyze personal talents and interests as they may relate to a future career.

   b.   identify possible career choices and their educational and training requirements.

   c.   explore/participate in valid work-related experiences.

   d.   use materials and processes appropriate for a job search.

Outcome Statement:

5. The student demonstrates problem-solving and decision-making skills using appropriate resources.

    Benchmarks/Performance Standards:

    By the end of grade 4

    The student demonstrates the ability to:

    a.   follow written and oral directions.

    b.   use the decision-making process to solve age-appropriate problems.

          1. identify the problem.
          2. identify and research alternative solutions.
          3. select the appropriate alternative solution.
          4. implement action.
          5. evaluate the outcome of the solution.
          6. make necessary adjustments.

    c.   research using appropriate resources.

    By the end of grade 8

    The student demonstrates the ability to:

    a.   solve problems by utilizing the decision-making process.

    b.   verify and interpret results of the decision-making process and apply solutions and strategies to problems.

    c.   collect and organize data from numerous resources to solve problems.

    By the end of grade 12 or at exit

    The student demonstrates the ability to:

    a.   solve problems with increased levels of independence.

    b.   communicate and interpret appropriate directions.

    c.   use technological resources to synthesize information when solving problems.

Outcome Statement:

6.   The student develops skills for legal and ethical decision making in business and personal situations.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   explain a person's responsibility to obey the law.

b.   be aware of ethical and unethical behaviors.

c.   recognize that laws and ethical business and personal decisions enable people to live in society.

By the end of grade 8

The student demonstrates the ability to:

a.   explain ethical and unethical behavior.

b.   understand the rights, obligations, and consequences of ethical business and personal decisions.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a.   identify consequences of unethical and illegal conduct.

b.   implement a process for making ethical decisions:

       1.   determine the relevant facts.
       2.   determine the ethical issues.
       3.   identify the primary stakeholders.
       4.   identify possible alternatives.
       5.   identify the ethical issues of the alternatives.
       6.   identify the practical restraints.
       7.   decide what action should be taken.
       8.   evaluate the results of that action.

c.   analyze and evaluate case studies of ethical and unethical behavior.

Outcome Statement:

7.   The student demonstrates knowledge and awareness of entrepreneurship, global business, and economic principles.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   identify basic personal economic principles.

b.   recognize geographic and cultural differences.

By the end of grade 8

The student demonstrates the ability to:

a.   understand basic economic principles.

b.   recognize the cultural influences and effects in a global economy.

By the end of grade 12 or at exit

a.   apply entrepreneurial concepts and principles as they relate to the global economy.

b.   understand the economic impact of cultural diversity as it relates to the global economy.

c.   apply economic principles that affect the global economy.

Outcome Statement:

8.   The student develops and uses consumer economic skills.

    Benchmarks/Performance Standards:

    By the end of grade 4

    The student demonstrates the ability to:

    a.   recognize the concept of the consumer in today's economy.

    b.   make basic consumer choices and recognize the consequences.

    By the end of grade 8

    The student demonstrates the ability to:

    a.   analyze examples of consumer behavior.

    b.   practice effective consumer skills.

    By the end of grade 12 or at exit

    The student demonstrates the ability to:

    a.   apply economic concepts as they relate to wants and needs.

    b.   manage money and credit.

    c.   recognize value and its relationship to price.

Outcome Statements:

9.   The student demonstrates effective group participation and leadership skills in business and personal situations.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   recognize the importance of cooperation among people to accomplish a task.

b.   assume various roles in a group using appropriate social skills.

c.   participate in a group activity.

d.   make a common decision in a group environment.

e.   recognize the characteristics of an effective leader.

By the end of grade 8

The student demonstrates the ability to:

a.   perform in group settings using advanced interpersonal skills.

b.   develop consensus building in group and team activities.

c.   exhibit individual accountability and group interdependence.

d.   recognize different leadership styles and understand the responsibilities of effective leadership.

e.   recognize the use of parliamentary procedure in facilitating group activities.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a.   formulate strategies for working effectively within a group.

b.   describe different cultural behaviors and expectations.

c.   practice positive and effective leadership styles.

d.   actively participate in student business organizations.

Outcome Statement:

10.   The student demonstrates knowledge of technology for business and personal applications.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   exhibit appropriate care of and respect for computer equipment.

b.   operate the computer.

c.   use appropriate software.

By the end of grade 8

The student demonstrates the ability to:

a.   use appropriate equipment and software for specific tasks.

b.   understand and apply the basic concepts of word processing.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a.   apply word processing software.

b.   apply database software.

c.   apply spreadsheet software.

d.   apply graphics software.

e.   apply desktop publishing software.

f.   apply accounting software packages.

g.   apply telecommunications software.

h.   use a variety of input and output devices such as scanners, modem, CD ROM, and Fax.

Outcome Statement:

11.   The student demonstrates effective use of the Internet and other electronic resources.

Benchmarks/Performance Standards:

By the end of grade 4

The student demonstrates the ability to:

a.   understand Internet and other electronic resource terminology.

b.   practice appropriate netiquette.

c.   save and organize addresses of web sites to be accessed again.

d.   select and use communication hardware and software appropriate for specific tasks.

e.   send and receive appropriate e-mail and voice messages.

By the end of grade 8

The student demonstrates the ability to:

a.   navigate the World Wide Web using hyperlinks.

b.   use a browser to access web sites.

c.   save and organize e-mail addresses and information for future use.

By the end of grade 12 or at exit

The student demonstrates the ability to:

a.   use a variety of search software programs that find information on a wide range of topics, products, etc.

b.   evaluate and cite web sites in research.

c.   download files, graphics, and programs from FTP (File Transfer Protocols) sites.

d.   design and produce a web page.

e.   use the web for e-commerce.

f.   appropriately use listserves, bulletin boards, and chat rooms.

Elementary

and

Middle School

Courses

Elementary Keyboarding

Grade Levels: K - 6
Prerequisite: None
Course Length: 25 to 30 hours per year
Course Code: 03001

Note: There is legislative approval for certified business and office educa-
                       tion instructors in North Dakota to teach "elementary keyboarding" in
                       grades K-8.

Description: The focus of instruction in the early elementary grades will focus on
                       the basic skill master to develop speed and accuracy using the
                       touch system. Students with previous keyboarding instruction
                       should focus on the improvement of speed and accuracy and to
                       learn basic formatting skills.

Achievement Standard: Use input technologies appropriately to enter and manipulate text
                       and data. (NBEA National Standards for Business Education,
                       Information Technology Standard, 2001)

Competencies:

❖ Demonstrate proper fingering and correct techniques of keyboarding
            Fingers curved and upright lightly on the home keys
            Body centered in front of the alpha keys
            Edge of keyboard aligned to edge of desk
            Forearms nearly parallel with the slant of the keyboard.
            Elbows hanging naturally near the sides of the body
            Eyes on textbook or screen
            Feet on the floor, slightly apart
❖ Correct key stroking
            Curved fingers
            Upright fingers (not leaning over onto the little fingers)
            Quick, snap keystrokes (fingertip snaps toward the palm)
            Low, relaxed wrists that do not rest on a surface
            Hands almost motionless (fingers do the reaching)

Course Outline:

❑ Grade Three
      ■ Demonstrate proper techniques
      ■ Demonstrate proper fingering for home row keys
      ■ Demonstrate proper reaches for top and bottom row keys
      ■ Use the touch method and correct fingering for alpha and punctuation keys
      ■ Use the touch method for keying skills for copying simple material

❑ Grade Four
- Demonstrate proper techniques
- Strike keys with quick, sharp taps of the fingers
- Keep eyes on copy
- Key by touch, striking each key with the proper controlling finger
- Use the touch method for keying skills for copying simple material
- Exhibit correct techniques when using space bar, capital/shift, backspace, and enter/return keys

❑ Grade Five
- Demonstrate proper techniques
- Strike each key with a quick downward snap, immediate release, and fast return home
- Key by touch, striking each key with the proper controlling finger
- Develop rhythm and control in keying
- Use touch method and correct fingering techniques consistently when striking all alphabet keys
- Use touch keyboarding skills for copying simple material
- Use keyboarding skills for composing simple sentences and paragraphs including short stories and personal experiences
- Demonstrate increased keyboarding skills as measured by timed writings

❑ Grade Six
- Demonstrate proper techniques
- Strike each key with a quick downward snap, immediate release, and fast return home
- Keep eyes on copy
- Key by touch, striking each key with the proper controlling finger
- Use the touch method and correct fingering techniques consistently when striking all alphanumeric keys as well as the space bar, shift key, caps lock, tab, backspace, and return key
- Use keyboard as a communication tool
- Follow oral and written instructions
- Use keyboarding skills for composing simple sentences and paragraphs including short stories and personal experiences
- Demonstrate increased keyboarding skills as measured by timed writings

Elementary Computer Literacy

Grade Levels:	K, 1, 2, 3, 4, 5, 6
Prerequisite:	None
Course Length:	9 weeks
Course Code:	03002

Description: The student will develop a basic understanding of computer applications.

NOTE: It is strongly recommended that students complete a Keyboarding course prior to taking Computer Literacy.

Achievement Standard: Use technology to enhance the effectiveness of communication. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Competencies:

❖ Demonstrate proper care of the equipment
❖ Demonstrate a basic understanding of the information processing cycle, the hardware used, and basic terminology
❖ Explain the ethics related to computer usage
❖ Explain computer operating systems
❖ Utilize system tools or utilities
❖ Apply problem-solving skills to the operation of computer software and hardware

Course Outline:

❑ Appropriate computer terminology

❑ Proper care for the equipment

❑ Computer operating systems
  ■ PC environment
  ■ Macintosh environment
  ■ Data storage using a network
  ■ Output devices using a network

❑ Information processing cycle
  ■ Input, edit, revise, proofread, and publish

❑ File and disk management

- ❑ Viruses
    - ■ Preventing computer viruses
    - ■ Eliminating computer viruses

- ❑ Ethics related to computer usage
    - ■ Internet
    - ■ E-mail
    - ■ Chat rooms

- ❑ Communication

- ❑ Formatting
    - ■ Basic format tool bar
    - ■ Spacing
    - ■ Margins
    - ■ Reports

Middle School Computers and Keyboarding I

Grade Levels: 7, 8
Prerequisite: None
Course Length: 9 weeks
Course Code: 03005

Description: The student will develop basic skills in operating the keyboard using
                       the touch system.

Achievement Standard: Use input technologies appropriately to enter and manipulate text
                       and data. (NBEA National Standards for Business Education,
                       Information Technology Standard, 2001)

Competencies:

❖ Demonstrate proper care of the equipment
❖ Demonstrate proper fingering and correct techniques of keyboarding
❖ Operate an alphanumeric keyboard using the touch method
❖ Demonstrate keyboarding skills as measured by timed writings
❖ Locate and correct errors

Course Outline:

❑ Appropriate keyboarding and computer terminology

❑ Proper care for the equipment

❑ Practice proper fingering and correct technique
   ■ Proper hand and finger position
   ■ Proper sitting position
   ■ Proper key stroking motion

❑ Learn the alphabet keys
   ■ New alphabet keys introduced
      ○ Home-row keys introduced
      ○ Third-row keys introduced
      ○ First-row keys introduced
      ○ Shift key introduced
   ■ Review and build skill

❑ Learn number-row keys
   ■ New number keys introduced
   ■ Review and build skill

- ❑ Increase keyboarding speed by practicing drills and timings
    - ■ Practice speed and accuracy drills
    - ■ Complete speed and accuracy 1-minute timings

Middle School Computer and Keyboarding II

Grade Levels: 7, 8
Prerequisite: Middle School Computer and Keyboarding I
Course Length: 9 weeks
Course Code: 03006

Description: The student will further develop skills in operating a computerized keyboard by using the touch system to produce mailable business documents. Mailability standards apply to keying, formatting, grammar, punctuation, capitalization, spelling, content, and layout and design. The student will be able to format academic and business reports.

Achievement Standards: Use input technologies appropriately to enter and manipulate text and data. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

        Communicate in a clear, courteous, concise, and correct manner on personal and professional levels. (NBEA National Standards for Business Education, Communication Standard, 2001)

Competencies:

❖ Demonstrate proper care of equipment
❖ Demonstrate increased keyboarding skills as measured by timed tests
❖ Enter and manipulate numeric data using the touch method on a 10-key keypad
❖ Exhibit proofreading and editing skills
❖ Key, proofread, and correct a basic letter
❖ Key, proofread, and correct a 2-page report

Course Outline:

❑ Appropriate keyboarding and computer terminology

❑ Proper care for the equipment

❑ Keyboarding skills reviewed
    ■ Further develop proper fingering
    ■ Reinforce proper technique

❑ Enter numeric data using the 10-key keypad touch method
    ■ Proper hand and finger position
    ■ Proper keystroking motion
    ■ Complete speed and accuracy drills and timings

- ❑ Prepare for production typing
  - ■ Proofreaders marks
  - ■ Capitalization
  - ■ Punctuation
  - ■ Format
- ❑ Key/format a simple letter
  - ■ Block format letter

- ❑ Key/format a 2-page simple report
  - ■ Unbound report
  - ■ Left-bound report

Personal Finance

Grade Levels: 7, 8
Prerequisite: None
Course Length: 9 weeks
Course Code: 03007

Description: The learning experiences will involve business activities such as
                       banking, accounting, money management, and other economic
                       concepts. Students will explore issues of ethics, integrity, and
                       confidentiality as they relate to the business environment.

Achievement Standard: Use a rational decision-making process as it applies to the roles of
                       citizens, workers, and consumers. (NBEA National Standards for
                       Business Education, Economics and Personal Finance Standard,
                       2001)

Competencies:

❖ Explain the importance of banking and accounting
❖ Identify the rights and responsibilities of consumer credit
❖ Explain the concepts of integrity and confidentiality
❖ Identify the components of productivity
❖ Develop a plan to manage personal finances

Course Outline:

❑ Personal financial management
     ■ Importance of providing accurate information and calculations
     ■ Calculate gross and net pay
     ■ Plan and maintain a budget
     ■ Estimate and maintain bank accounts

❑ Research the components of productivity
     ■ Time management skills
     ■ Time management skills using technology
     ■ The effect of employee absenteeism on business productivity

❑ Concepts of integrity and confidentiality as related to the business environment
     ■ Business ethics
     ■ Honest and dishonest business practices
     ■ Effects of unethical practices on consumers
     ■ Work environment
     ■ Decision-making models

❑ Rights and responsibilities of consumer credit
  ■ Record keeping vocabulary
  ■ Effects of poor credit on a consumer's credit
  ■ Qualifications and procedures needed to obtain credit

Business Ownership and Careers

Grade Levels: 7, 8
Prerequisite: None
Course Length: 9 weeks
Course Code: 03009

Description: The student will be introduced to entrepreneurship, business oppor-
                     tunities, and requirements as well as related career information and
                     self-assessment opportunities. Students will explore important
                     entrepreneurship concepts, characteristics of different types of
                     business organizations and opportunities, entrepreneurial career
                     examples, individual career assessment and planning, entrepre-
                     neurial projects, and simulations.

Achievement Standard: Recognize that entrepreneurs possess unique characteristics and
                     evaluate the degree to which one possesses those characteristics.
                     (NBEA National Standards for Business Education, Entrepreneur-
                     ship Education Standard, 2001)

Competencies:

❖ Describe the differences between an employer and an employee
❖ Identify characteristics of a successful entrepreneur
❖ Identify costs and benefits of choosing to become an entrepreneur
❖ Identify entrepreneurial careers

Course Outline:

❑ Characteristics of an Entrepreneur
   ■ Characteristics of a successful entrepreneur
   ■ Analyze the degree to which a student possesses the characteristics of an entrepreneur

❑ The role of the entrepreneur in business
   ■ Personal advantage of owning a business
   ■ Personal risks of owning a business
   ■ Assess one's qualifications to start a new business

❑ Opportunity recognition and pursuit
   ■ Recognize opportunities from other people's wants and perceived needs
   ■ Describe opportunities that led to the development of successful entrepreneurial endeav-
      ors
   ■ Analyze potential business opportunities in relation to personal preferences, financial
      worthiness, and perceived risk

- ❑ Problem identification and solutions
    - ◼ Utilize the problem-solving process to resolve a business problem
    - ◼ Identify potential problems facing a planned business

- ❑ Considerations of starting a business
    - ◼ Operating costs
    - ◼ Need for goods and services
    - ◼ Location
    - ◼ Business plan

- ❑ FBLA – Achievement

High School

Courses

Accounting

Courses

Accounting I

Grade Levels: 10, 11, 12
Prerequisite: None
Course Length: 18 weeks
Course Code: 03031

Description: To introduce students to accounting principles. A combination of
                       subject matter and practice experiences concerned with elementary
                       principles of accounting, accounting terminology, and basic knowl-
                       edge necessary to keep a simple set of books.

Achievement Standard: Complete and explain the purpose of the various steps in the ac-
                       counting cycle. (NBEA National Standards for Business Education,
                       Accounting Standard, 2001)

Competencies:

❖ Explain and justify the role of accounting in business
❖ Explain the importance of ethics in accounting
❖ Explore various career opportunities in accounting
❖ Define and apply appropriate terminology
❖ State the fundamental accounting equation
❖ Identify major classifications of assets and liabilities
❖ Describe the relationship between debit and credit entries
❖ Describe the steps of the accounting cycle
❖ Describe the relationship among journals, ledger, trial balances and financial statements in
   the accounting cycle
❖ Demonstrate skill in recording a variety of transactions in a general journal

Course Outline:

❑ Role of accounting
   ■ Define accounting and its functions in business
   ■ Importance of ethics in accounting
   ■ Basic concepts of accounting and business
   ■ Career opportunities in accounting
   ■ Accounting for a sole proprietorship

❑ Accounting equation
   ■ Fundamental elements of accounting
   ■ Transactions and their effect on fundamental elements
   ■ Overview of financial statements—balance sheet and income statement

❑ Setting up accounts
   ■ Assets, liabilities, owner's equity
   ■ Revenue and expenses

- ■ Debits and credits
- ■ Chart of Accounts
- ■ Accounting cycle

- ❑ Financial data
  - ■ Basic accounting records
    - ○ Journal and general journal
    - ○ General ledger and ledger accounts
    - ○ Prove equality of debits and credits
    - ○ Correcting entries

- ❑ Trial balance, adjustments and the worksheet
  - ■ Trial balance
  - ■ Worksheet
  - ■ Financial statement
  - ■ Journalizing and posting adjusting entries

- ❑ End of period procedures
  - ■ Adjusting entries
  - ■ Closing entries
  - ■ Post-closing trial balance
  - ■ Accounting cycle

Accounting II

Grade Levels: 10, 11, 12
Prerequisite: Accounting I
Course Length: 18 weeks
Course Code: 03032

Description: To provide students with detailed accounting knowledge. Includes
                       more complex accounting transactions and the preparation of
                       financial statements and reports.

Achievement Standard: Apply generally accepted accounting principles to determine the
                       value of assets, liabilities, and owner's equity. (NBEA National
                       Standards for Business Education, Accounting Standard, 2001)

Competencies:

❖ Demonstrate the use of the double-entry accounting system
❖ Develop the basic accounting equation from the balance sheet
❖ Prepare a system setup process, chart of accounts, record transactions, and record simple
    adjusting entries
❖ Differentiate between various source documents
❖ Journalize transactions in combination, special, and general journals
❖ Demonstrate setting up and posting to general and subsidiary ledgers
❖ Prepare journal entries for banking procedures
❖ Demonstrate procedures for computing payroll
❖ Journalize employees' payroll tax entries
❖ Prepare trial balances and financial statements from worksheets
❖ Prepare basic financial statements
❖ Prepare reports using worksheets, post-closing trial balances, income statements, and
    balance sheets
❖ Utilize automated accounting procedures

Course Outline:

❑ Accounting concepts
    ■ Accounting for a partnership
    ■ Accounting equation
    ■ Accounting cycle
    ■ Preparing a balance sheet
    ■ Revenues and expenses
    ■ Statements
        ○ Income Statement
        ○ Balance sheet

- ❑ Six basic steps in accounting cycle
  - ■ Journalizing business transactions
  - ■ Posting to ledger accounts
  - ■ Preparing a trial balance and completing a worksheet
  - ■ Preparing financial statements
  - ■ Closing the ledger
  - ■ Preparing a post-closing trial balance

- ❑ Identify banking procedures
  - ■ Prepare a deposit slip
  - ■ Reconcile a bank statement
  - ■ Adjust check register

- ❑ Journal entries for banking procedures
  - ■ Bank charges
  - ■ Dishonored checks

- ❑ Combination journals
  - ■ Journalize transactions in a combination journal
  - ■ Post transactions from a combination journal to general and subsidiary ledgers

- ❑ Payroll procedures
  - ■ Employees' earnings
  - ■ Payroll register
  - ■ Payroll checks
  - ■ Employees' earning records
  - ■ Journalize payroll
  - ■ Payroll to general ledger

- ❑ Automated procedures for the accounting cycle

Accounting III

Grade Levels: 11, 12
Prerequisite: Accounting II
Course Length: 18 weeks
Course Code: 03033/14012

Description: This course is designed to help the student acquire a more thor-
                     ough, in-depth knowledge of accounting procedures and techniques
                     utilized in solving business problems and making financial deci-
                     sions. Students will develop skills in analyzing and interpreting
                     information common to partnerships and corporate forms of organi-
                     zation, preparing formal statements and supporting schedules, and
                     using inventory and budgetary control systems. Computer applica-
                     tions should be integrated in each appropriate instructional unit.

Achievement Standard: Prepare, interpret, and analyze financial statements using manual
                        and computerized systems for service, merchandising, and manu-
                        facturing businesses. (NBEA National Standards for Business
                        Education, Accounting Standard, 2001)

Competencies:

❖ Record entries to form a partnership
❖ Prepare entries for forming a corporation, acquiring capital for a corporation, and financial
  analyzing and reporting of a corporation
❖ Prepare financial reports for a departmentalized business. Process daily transactions, end-
  of-fiscal-period work, accrued items, prepaid expenses, and unearned revenues for an
  automated, departmentalized business
❖ Identify and record plant assets and depreciation and disposal of plant assets
❖ Set up a company, entering transactions using automated accounting procedures

Course Outline:

❑ Partnership accounting
  ■ Accounting terms and concepts related to partnerships
  ■ Accounting transactions for a partnership
    ○ Transactions for forming a partnership
    ○ Transactions for distribution of partnership earnings
    ○ Financial statements for a partnership
    ○ Partnership adjusting and closing entries

❑ Corporation accounting
  ■ Accounting terms and concepts related to corporations
  ■ Transactions for a corporation
    ○ Transactions for forming a corporation
    ○ Transactions for the issuance of common and preferred stock

- ○ Transactions related to stock subscriptions
- ○ Transactions for treasury stock
- ○ Transactions related to bonds
- ○ Declaration of dividends
  - Dividends for preferred and common stock
  - Payment of dividends
- ○ Corporation adjusting and closing entries
- ○ Financial statements for a corporation

- ❑ Departmental accounting
  - ■ Terms and concepts related to departmental accounting
  - ■ Departmental transactions
    - ○ Analyze transactions
    - ○ Journalize transactions
  - ■ Departmental transactions to general and subsidiary ledgers
  - ■ Departmental adjusting and closing entries
  - ■ Departmental financial statements

- ❑ Plant assets
  - ■ Terms and concepts related to plant assets
  - ■ Plant asset entries
    - ○ Purchases of plant assets
    - ○ Depreciation of plant assets using more than one method
    - ○ Journalize depreciation of plant assets
    - ○ Book value of plant assets
    - ○ Sale of plant assets
  - ■ Trade-in of plant assets

- ❑ Automated accounting
  - ■ Terms and concepts of advanced automated accounting
  - ■ Analyze advanced business transactions for computer input
  - ■ Prepare data for input into the computer
  - ■ Load an accounting program
  - ■ Enter data
  - ■ Print data
  - ■ Verify accuracy of data output
  - ■ Verify accuracy of reports
  - ■ Print corrected reports

Accounting IV

Grade Levels: 11, 12
Prerequisite: Accounting III
Course Length: 18 weeks
Course Code: 03034/14013

Description: With the background of the accounting cycle, students will analyze
                       and interpret financial information using computers and accounting
                       software. Emphasis will be placed on decision-making in prepara-
                       tion for entry-level accounting positions.

Achievement Standard: Prepare, interpret, and analyze financial statements using manual
                       and computerized systems for service, merchandising, and manu-
                       facturing businesses. (NBEA National Standards for Business
                       Education, Accounting Standard, 2001)

Competencies:

❖ Identify and record uncollectible accounts and valuation of accounts receivable
❖ Analyze, compute, and record notes and interest
❖ Demonstrate the use of a voucher system
❖ Prepare entries for accrued items, prepaid expenses, and unearned revenue
❖ Perform managerial accounting duties in budgetary planning and control
❖ Demonstrate how to handle information for decision making and inventory control, compute
  accounting ratios, and analyze financial statements
❖ Make decisions using appropriate accounting concepts
❖ Identify accounting concepts and practices related to cost accounting for a manufacturing
  business

Course Outline:

❑ Accounting for uncollectible accounts
  ■ Terms and concepts relating to uncollectible accounts
  ■ Uncollectible account entries
    ○ Direct write-off of uncollectible account
    ○ Reinstatement of previously written-off accounts using the direct write-off method
    ○ Estimated uncollectible accounts based on sales
    ○ Estimated uncollectible accounts based on accounts receivable
    ○ Adjusting entry for allowance for uncollectible accounts
    ○ Write-off of uncollectible accounts using the allowance method
    ○ Reinstatement of previously written-off accounts using the allowance method
    ○ Journalize collection of previously written-off accounts

❑ Accounting for notes receivable/payable
   ■ Terms and concepts related to notes
   ■ Notes receivable entries
      ○ Interest and/or discount on notes
      ○ Acceptance of notes receivable
      ○ Collection of notes receivable
      ○ Discounting of notes receivable
   ■ Notes payable entries
      ○ Issuance of notes payable
      ○ Discounting of notes payable
      ○ Payment of notes payable
      ○ Dishonored notes receivable

❑ Advanced automated accounting
   ■ Compute company transactions
      ○ Verify accuracy of transactions keyed in
      ○ Post transaction entries
   ■ Print financial statements
   ■ Interpret financial statements

❑ Concept of internal control

❑ Decision making in accounting
   ■ Interpret financial reports
   ■ Terms and concepts of managerial accounting
   ■ Comparative financial statements
   ■ Compute ratio
   ■ Prepare voucher
      ○ Voucher in voucher register
      ○ Payment of vouchers in check register
      ○ Total, prove, and rule voucher and check register
      ○ Purchases, returns, and allowances transactions using a voucher system
      ○ Cancel voucher
   ■ Accrued entries
      ○ Entries for accrued revenue
      ○ Entries for accrued expenses
      ○ Entries for deferred expenses
      ○ Entries for deferred revenue
   ■ Compute inventory by more than one method

❑ Cost accounting for manufacturing business
   ■ Elements of manufacturing costs
      ○ Direct materials
      ○ Direct labor
      ○ Factory overhead
   ■ Flow of costs through the manufacturing process
   ■ Entries related to cost records
   ■ Prepare ledgers and cost sheets

General Business

Courses

Business Mathematics

Grade Levels:	9, 10, 11, 12
Prerequisite:	None
Course Length:	18 weeks
Course Code:	03050

Description:　　　　　This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes.

Achievement Standard:　Use mathematical procedures to analyze and solve business problems. (NBEA National Standards for Business Education, Computation Standard, 2001)

Competencies:

❖ Compare an estimated answer to a computed solution
❖ Apply problem solving processes to real-world situations
❖ Calculate markups and markdowns based on cost and selling price
❖ Analyze business data using basic statistical functions
❖ Compute simple and compound interest
❖ Calculate gross and net earnings and deductions
❖ Demonstrate proper management of financial records
❖ Apply currency exchange rates

Course Outline:

❑ Basic mathematics concepts
　■ Problems using basic mathematical concepts
　　○ Whole numbers
　　○ Fractions
　　○ Decimals
　　○ Percents
　■ Estimate answers
　■ Problem-solving processes
　■ Statistical functions
　　○ Averages
　　○ Maximums
　　○ Minimums
❑ Business terms encountered in solving math problems in business

❑ Financial records
　■ Bank accounts
　　○ Deposit slips
　　○ Check writing

- ○ Balance a check register
- ○ Reconciliation of bank statements
- ■ Prepare budgets
- ■ Complete income tax form
- ■ Exchange rates
  - ○ Calculations
  - ○ Reasons for fluctuations

- ❑ Sales
  - ■ Cash receipts
    - ○ Change
    - ○ Sales slips
  - ■ Total sales prices
    - ○ Sales tax
    - ○ Markups to determine selling price
    - ○ Markdown in dollars and percent of regular selling price
    - ○ Unit prices
    - ○ Trade discount
    - ○ Cash discount
    - ○ Total purchase prices

- ❑ Payroll
  - ■ Gross pay
    - ○ Base pay
    - ○ Overtime pay
    - ○ Commission earnings
  - ■ Net pay
    - ○ Deductions
      - ● State and federal taxes
      - ● Social Security
      - ● Group insurance
  - ■ Payroll register

- ❑ Interest
  - ■ Cost of credit card purchases
    - ○ Charges by previous-balance method
    - ○ Charges by the unpaid-balance method
    - ○ Charges by the average daily balance
  - ■ Maturity values and interest rates
    - ○ Single-payment loan
    - ○ Discounted notes
    - ○ Installment loans
      - ● Amount financed
      - ● Finance charges
      - ● Annual percentage rate

Business Communications

Grade Levels:	10, 11, 12
Prerequisite:	Keyboarding or equivalent skills
Course Length:	18 weeks
Course Code:	03060

Description: To provide a special English review for business students. Contains oral and written English as it applies to business including correctness and clarity of style, vocabulary in business correspondence, memorandums, formal and informal reports, and writing of minutes.

Achievement Standard: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels. (NBEA National Standards for Business Education, Communication Standard, 2001)

Competencies:

❖ Demonstrate basic communications skills (grammar, spelling, punctuation, capitalization, etc.)
❖ Apply reading skills by following multi-step directions and demonstrating comprehension of written materials
❖ Communicate appropriately and effectively in written form
❖ Develop active listening skills and follow oral directions
❖ Describe the importance of nonverbal communications
❖ Plan, develop, and deliver an effective oral presentation
❖ Identify acceptable business behavior through the study of interpersonal and intercultural communications
❖ Produce a job search portfolio including application form, cover letter, and resume and participate in mock interviews

Course Outline:

❑ Communication process
  ■ Sender
  ■ Receiver
  ■ Message
  ■ Feedback
  ■ Barriers

❑ Reading
  ■ Purpose of reading
  ■ Appropriate rate and approach
  ■ Comprehension, interpretation, and critical reading skills
  ■ Interpret charts, graphs, diagrams, and other illustrations
  ■ Proper sources for locating information

- ❑ Basic English/grammar
  - ■ Grammar
  - ■ Spelling
  - ■ Punctuation
  - ■ Capitalization
  - ■ Proofreading

- ❑ Written communication
  - ■ Principles of writing
  - ■ Business letters
  - ■ Memoranda
  - ■ Reports
  - ■ Minutes of meetings
  - ■ Electronic communications

- ❑ Speaking, listening, and nonverbal communication
  - ■ Purposes of listening
  - ■ Listening skills
  - ■ Organization of materials
  - ■ Presentations
  - ■ Body language

- ❑ Social communications
  - ■ Personal space
    - ○ Harassment
    - ○ Intimidation
  - ■ Cultural diversity
  - ■ Communication situations
    - ○ Confrontations
    - ○ Supervision
    - ○ Meetings

- ❑ Job search communication
  - ■ Application letter
  - ■ Application form
  - ■ Resume
  - ■ Interview

Personal and Business Law

Grade Levels: 10, 11, 12
Prerequisite: None
Course Length: 18 weeks
Course Code: 03090

Description: To provide students with principles of law as they relate to business
                         transactions including contracts, insurance, loans, sales, negotiable
                         instruments, partnerships, corporations, and property.

Achievement Standards: Analyze the relationship between ethics and the law and describe
                         the sources of the law, the structure of the court system, the differ-
                         ent classifications of procedural law, and the different classifications
                         of substantive law. (NBEA National Standards for Business Educa-
                         tion, Business Law Standard, 2001)

                         Analyze the relationships between contract law, law of sales, and
                         consumer law. (NBAE National Standards for Business Education,
                         Business Law Standard, 2001)

                         Explain how advances in computer technology impact such areas as
                         property law, contract law, criminal law, and international law.
                         (NBEA National Standards for Business Education, Business Law
                         Standard, 2001)

Competencies:

❖ Identify the need for a legal system
❖ Explain the relationship between ethics and the law
❖ Define common legal terms
❖ Explain the functions of the court
❖ Describe the different types of criminal law, including the differing penalties
❖ Distinguish between civil law and criminal law
❖ Identify the important characteristics of contract law
❖ Distinguish among sole proprietorships, partnerships, and corporations
❖ Identify issues related to technology law
❖ Discuss consumer protection legislation
❖ Describe various state and federal statues that impact the environment

Course Outline:

❑ Need for a legal system

❑ Ethics and the law
      ■ Responsibility to obey the law
      ■ Ethical character traits such as honesty, integrity, compassion, and justice

- Common sources of the law
- Social forces may sometimes conflict

- ❑ Common legal terms
  - The Constitution and the branches of government as presented in the Constitution
  - Characteristics of case, statutory, administrative, and legislative laws
  - Statutory law, the purposes of statutory law, and how a bill becomes a statute
  - Contrast ethics, morals, and laws
- ❑ Contract law
  - Nature of a contractual relationship
  - Elements required to create a contract
  - Rules applied to the interpretation of contracts
  - Breach of contract and the remedies available when a contract is breached

- ❑ Partnership
  - Powers and duties of partners
  - Different types of partners, such as silent, dormant, and secret
  - Legal procedures to forming and running a partnership

- ❑ Corporation
  - Corporations and why a corporation is a legal entity
  - Steps in forming a corporation
  - Ways corporate existence may be terminated

- ❑ Environmental law

- ❑ Computer law

- ❑ Consumer law

Consumer Education

Grade Levels:	9, 10, 11, 12
Prerequisite:	None
Course Length:	18 weeks
Course Code:	03095

Description: To provide students with business related consumer knowledge. The economic welfare of the consumer and consumer groups in every day life including money management, purchasing, and utilization of goods and services, banking, investments, credit, evaluation of consumer research and product testing, and the role of the consumer in the economy.

Achievement Standards: Apply a decision-making model to maximize consumer satisfaction when buying goods and services. (NBEA National Standards for Business Education, Economics and Personal Finance Standard, 2001)

Evaluate services provided by financial deposit institutions to transfer funds. (NBEA National Standards for Business Education, Economics and Personal Finance Standard, 2001)

Analyze factors that affect the choice of credit, the cost of credit, and the legal apects of using credit. (NBEA National Standards for Business Education, Economics and Personal Finance Standard, 2001)

Competencies:

❖ Identify rights and responsibilities of the consumer
❖ Demonstrate purchasing decisions through comparative shopping
❖ Reconcile a personal bank statement
❖ Explore careers which can make the greatest contribution to the personal, civic, social, and economic well-being of the individual
❖ Demonstrate each of the steps involved in finding and applying for a job
❖ Identify consumer rights and responsibilities
❖ Demonstrate how individuals and families can efficiently manage money and react to changes in economic circumstances by creating a budget
❖ Describe how the function of banks and services can be used by an individual
❖ Compare various sources of credit and describe how to use credit wisely
❖ Establish a savings plan to reach an identified goal
❖ Develop a risk management plan for an individual and a family
❖ Describe the importance of technology in today's changing business environment

Course Outline:

- ❑ The world of work
    - ■ Owning a business
        - ○ Sole proprietorship
        - ○ Partnership
        - ○ Franchise business
        - ○ Corporation
    - ■ Handling business information
        - ○ Computers – business
        - ○ How computers serve consumers
        - ○ Role of computers in shaping opinion
        - ○ Data processing
    - ■ Workers in a retail store
        - ○ Retailing – buying
        - ○ Checking, receiving, and marketing merchandise
        - ○ Selling
        - ○ Credit
    - ■ Finding employment
        - ○ Personnel department
        - ○ Marketing department
        - ○ Public relations department
        - ○ Accounting department
        - ○ Executive department
    - ■ Planning a career
        - ○ Identifying a career
        - ○ Education and training for careers
        - ○ Advancement in a career field

- ❑ Managing personal resources
    - ■ Banking services
        - ○ Checking
        - ○ Savings
    - ■ Making purchases
        - ○ Identifying needs and wants
        - ○ Developing a budget
    - ■ Owning a car
        - ○ Buying a car
        - ○ Insurance
        - ○ Operating expenses
    - ■ Renting and buying a house
        - ○ Taxes
        - ○ Real estate
        - ○ Insurance
    - ■ Insurance
        - ○ Different types of insurance
        - ○ Costs and benefits of insurance

- Planning and paying for a purchase goal
  - Short-term goals
  - Long-term goals
- Savings and investing
  - Long- and short-term goals
  - Using credit
- Consumer rights and responsibilities

Introduction to Business

Grade Levels: 9, 10, 11, 12
Prerequisite: None
Course Length: 18 weeks
Course Code: 03230

Description: To provide students with an understanding of the economic environ-
                       ment in which we all live. An introductory study of business, how
                       business meets consumer needs and wants, economic principles,
                       desirable business practices, and awareness of career opportunities
                       in the field of business.

Achievement Standards: Explain why societies develop economic systems, identify the basic
                       features of different economic systems, and analyze the major
                       features of the U.S. economic system. (NBEA National Standards
                       for Business Education, Economic and Personal Finance Standard,
                       2001)

                       Relate the importance of workplace expectations to career develop-
                       ment. (NBEA National Standards for Business Education, Career
                       Development Standard, 2001)

                       Develop strategies to make an effective transition from school to
                       career. (NBEA National Standards for Business Education, Career
                       Development Standard, 2001)

Competencies:

❖ Describe the characteristics of our economic system and how it is changing
❖ Compare how businesses are organized, how they are affected by technology, and how they
   operate within our economic system
❖ Explain the need for well-trained workers
❖ Identify and apply for careers which relate to business environments and job satisfaction
❖ Identify consumer rights and responsibilities
❖ Demonstrate how individuals and businesses effectively manage money
❖ Describe banking functions and services
❖ Describe the role of insurance in risk management

Course Outline:

❑ Types of Business
   ■ Kinds of businesses
   ■ Owning a business
      ○ Sole proprietorship
      ○ Partnership

- ○ Franchise business
- ○ Corporation
- ■ Technology in Business
    - ○ Computers in business
    - ○ E-commerce meets consumers needs
- ■ Career and Employment
    - ○ Identifying a career
    - ○ Education and training for careers
    - ○ Advancement in a career field

❑ Money Management

❑ Banking services
- ■ Checking
- ■ Savings
- ■ Insurance
    - ○ Different types of insurance
    - ○ Compare costs and benefits of insurance

❑ Business and Society

Entrepreneurship

Grade Levels: 9, 10, 11, 12
Prerequisite: None
Course Length: 18 weeks
Course Code: 03011/14111

Description: To provide students with an introduction to entrepreneurship busi-
                       ness opportunities and requirements as well as related career
                       information and self-assessment opportunities. Covers entrepre-
                       neurship importance and concepts, characteristics of different types
                       of business organizations and opportunities, entrepreneurial career
                       examples, individual career assessment and planning, and entre-
                       preneurial projects and simulations.

Achievement Standards: Recognize that entrepreneurs possess unique characteristics and
                       evaluate the degree to which one posesses those characteristics.
                       (NBEA National Standards for Business Education, Entrepreneurship
                       Education Standard, 2001)

                       Analyze customer groups and develop a plan to identify, reach, and
                       keep customers in a specific target marget. (NBEA National Stan-
                       dards for Business Education, Entrepreneurship Education Stan-
                       dard, 2001)

                       Recognize that entrepreneurs must establish, maintain, and analyze
                       appropriate records to make business decisions. (NBEA National
                       Standards for Business Education, Entrepreneurship Education
                       Standard, 2001)

                       Develop a management plan for an entrepreneurial venture. (NBEA
                       National Standards for Business Education, Entrepreneurship
                       Education Standard, 2001)

                       Analyze how forms of business ownership, government regulations,
                       and business ethics affect entrepreneurial ventures. (NBEA Na-
                       tional Standards for Business Education, Entrepreneurship Educa-
                       tion Standard, 2001)

                       Develop a business plan. (NBEA National Standards for Business
                       Education, Entrepreneurship Education Standard, 2001)

Competencies:

❖ Identify the characteristics of a successful entrepreneur
❖ Identify the costs and benefits of choosing to become an entrepreneur
❖ Identify the necessary financial competencies needed by an entrepreneur

❖ Identify, establish, maintain, and analyze appropriate records to make business decisions
❖ Create a business plan for an entrepreneurial venture
❖ Describe the unique contributions of entrepreneurs in the American economy
❖ Describe how cultural differences, export/import opportunities, and current trends in a global marketplace can affect an entrepreneurial venture

Course Outline:

❑ Characteristics of an entrepreneur and you
  ■ Characteristics of a successful entrepreneur
  ■ Role of the entrepreneur in business
  ■ Personal advantage of owning your own business
  ■ Personal risks of owning your own business
  ■ Qualifications to start a new business

❑ Opportunity recognition and pursuit
  ■ Opportunities from other people's wants and perceived needs
  ■ Opportunities that led to the development of successful entrepreneurial endeavors
  ■ Potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk

❑ Entrepreneurial Options
  ■ The startup: creating a business from scratch
  ■ Purchase an existing business
  ■ Entering the family business
  ■ Franchise opportunities
  ■ Going public

❑ Problem identification and solutions
  ■ Problem-solving process to resolve a business problem
  ■ Potential problems facing a planned business

❑ Business Plans
  ■ Analyzing successful business plans
  ■ Writing your own business plan

❑ Management Planning
  ■ Selecting the management team
  ■ The nature of managerial work
  ■ Time management
  ■ Leading and coordinating human resources
  ■ Quality management
  ■ Purchasing and inventory management
  ■ Risk and insurance management
  ■ Developing records
  ■ Maintaining and analyze records

- ❑ Financing the enterprise
    - ■ Sources of venture capital
    - ■ Basics of accounting statements
    - ■ Evaluating financial performance
    - ■ Working-capital management
        - ○ managing cash flow
        - ○ balancing inventory
        - ○ collecting accounts payable
        - ○ establishing lines of credit

- ❑ Cultural difference and their effect on business
    - ■ Influences of other cultures on American business
    - ■ Business practices in different cultures
    - ■ Necessary modifications to American business practices to facilitate interaction in the global marketplace

Abbreviated Writing and Personal Notetaking

Grade Levels: 9, 10, 11, 12
Prerequisite: None
Course Length: 18 weeks
Course Code: 03340

Description: To give students a quick and easy method of writing in an abbrevi-
                       ated writing system and to develop notetaking skills. Includes
                       information on how to take notes when working with printed materi-
                       als, development of listening and organizational skills.

Achievement Standards: Use input technologies appropriately to enter and manipulate text
                       and data. (NBEA National Standards for Business Education,
                       Information Technology Standard, 2001)

                       Communicate in a clear, courteous, concise, and correct manner on
                       personal and professional levles. (NBEA National Standards for
                       Business Education, Communication Standard, 2001)

                       Use technology to enhance the effectiveness of communication.
                       (NBEA National Standards for Business Education, Communication
                       Standard, 2001)

Competencies:

❖ Develop writing principles of an abbreviated writing system
❖ Read text from an abbreviated writing system
❖ Build speed on familiar and unfamiliar dictation materials
❖ Apply the skills of formatting, proofreading, error correction, spelling, word division, and
  punctuation to the transcription process
❖ Refine listening and writing skills
❖ Illustrate practical applications of notetaking skills

Course Outline:

❑ Writing principles using an abbreviated system
  ■ Theory and principles
  ■ Dictation tasks
  ■ Transcription skills

❑ Dictation
  ■ Dictation speed from familiar material
  ■ Dictation of new material
  ■ Office-style dictation

- ❑ Transcription
    - ■ Transcribe from dictated notes
    - ■ Transcribe office-style dictation

- ❑ Listening and writing
    - ■ Follow oral instructions
    - ■ Identify important information
    - ■ Format documents
    - ■ Edit documents
        - ○ Apply proofreading skills
        - ○ Apply error correction skillsl
        - ○ Apply punctuation and spelling skills

Computer Application

Courses

Keyboarding

Grade Levels: 9, 10, 11, 12
Prerequisite: None
Course Length: 9 weeks or 18 weeks
Course Code: 03353

Description: Students will develop touch-typing skills. The course will include
                       subject matter and practice activities to develop mastery of the
                       keyboard through the touch system. It will include development of
                       formatting skills for basic business documents.

Achievement Standard: Use input technologies appropriately to enter and manipulate text
                       and data. (NBEA National Standards for Business Education,
                       Information Technology Standard, 2001)

Competencies:

❖ Demonstrate proper care of the equipment
❖ Demonstrate proper fingering and correct techniques of keyboarding
❖ Enter and manipulate text and data using the touch method
❖ Enter and manipulate numeric data using the touch method
❖ Demonstrate keyboarding skills as measured by timed tests
❖ Key, format, proofread, and correct letters, memos, reports, and tables

Course Outline:

❑ Appropriate keyboarding and computer terminology

❑ Proper care for the equipment

❑ Practice proper fingering and correct technique
    ■ Proper hand and finger position
    ■ Proper position at the keyboard
    ■ Proper keystroking motion

❑ Increase keyboarding speed
    ■ Practice speed and accuracy drills
    ■ Complete speed and accuracy timings
        ○ 1-minute timings
        ○ 3-minute timings

❑ Learn basic formatting techniques
    ■ Tabs
    ■ Horizontal centering
    ■ Vertical centering

- ❑ Key/format basic business letters
    - ◼ Formats
    - ◼ Proofread and edit
    - ◼ Correct errors

- ❑ Key/format standard memos

- ❑ Key/format tables
    - ◼ Horizontally centered
    - ◼ Vertically centered

- ❑ Key/format reports
    - ◼ Proofread and edit
    - ◼ Correct errors

Computer Applications

Grade Levels: 7, 8, 9, 10, 11, 12
Prerequisite: Keyboarding or equivalent skill
Course Length: 9 weeks or 18 weeks
Course Code: 03111

Description: The main focus of this course are microcomputer operation system functions and commands. Students learn about operating system concepts, disk and file formats, disk and file management, and control and processing programs. Students learn to use utilities to sort, merge, copy, back up, and recover data. They also perform installation and execution of business applications software.

Achievement Standards: Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

                       Use technology to enhance the effectiveness of communication. (NBEA National Standards for Business Education, Communication Standard, 2001)

Competencies:

❖ Demonstrate a basic understanding of the information processing cycle, the hardware used, and basic terminology
❖ Explain the ethics and licensure regulations related to computer usage
❖ Apply computer operating systems and emerging technologies
❖ Utilize system tools or utilities
❖ Apply problem-solving skills to the creation of spreadsheet, database, word processing, and multimedia documents
❖ Produce, in correct format for business use, basic spreadsheets, databases, word processing, and multimedia documents

Course Outline:

❑ Appropriate computer terminology

❑ Proper care for the equipment

❑ Terminology of computer operating systems
   ■ Stand-alone environment
   ■ Network environment
   ■ Basic commands of operating system software

- ❑ Computer operating systems
  - ■ Compare operating systems commands
  - ■ Data storage using a network
  - ■ Output devices using a network
  - ■ Research emerging operating systems

- ❑ Ethics related to computer usage
  - ■ Copyright
  - ■ Site licenses
  - ■ Government regulations
  - ■ Confidentiality

- ❑ Intellectual property

- ❑ Computer viruses
  - ■ Preventing computer viruses
  - ■ Eliminating computer viruses

- ❑ File and disk management

- ❑ Information processing cycle
  - ■ Input, edit, revise, proofread, and publish

- ❑ Basic formatting techniques

- ❑ Format basic business letters, memos, tables, and reports
  - ■ Formats
  - ■ Proofread and edit
  - ■ Correct errors

- ❑ Spreadsheet
  - ■ Terminology related to spreadsheets
  - ■ Applications of spreadsheet operations
    - ○ Mathematical processes
    - ○ Format spreadsheets
    - ○ Function design and entry

- ❑ Database
  - ■ Terminology related to database
  - ■ Applications of databases
    - ○ Enter fields and records
    - ○ Search strategies
      - ● Sort data
      - ● Retrieve data
    - ○ Produce simple reports

- ❑ Graphics and Multimedia
  - ■ Terminology related to graphics
  - ■ Applications of graphics
    - ○ Changing page setup
    - ○ Standards of graphics
    - ○ Styles of graphics
    - ○ Importing graphics and text
    - ○ Produce simple projects

- ❑ Communications
  - ■ Components of the communications industry
  - ■ Methods of electronic communications
  - ■ Electronic mail
  - ■ Emerging technologies
  - ■ Ethics and etiquette of telecommunications

Word Processing

Grade Levels:	9, 10, 11, 12
Prerequisite:	Keyboarding or equivalent skill
Course Length:	9 weeks or 18 weeks
Course Code:	03131/14096

Description: Students will develop improved productivity with more efficient, timesaving ways of producing documents using electronic word processing equipment. The course continues instruction and practice in document composition, formatting, proofreading, and editing skills.

Achievement Standards: Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Use input technologies appropriately to enter and manipulate text and data. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Competencies:

❖ Define terminology related to word processing
❖ Create text documents using word processing software package
❖ Compose, organize, proofread, and edit information using a word processing software package
❖ Transfer data among applications
❖ Manage files using application software and the operating system
❖ Apply problem-solving and critical-thinking skills to common problems in the area of word processing
❖ Prepare enhanced and customized documents using advanced formatting
❖ Demonstrate the skills to successfully complete an industry certification test

Course Outline:

❑ Appropriate word processing and computer terminology

❑ Proper care for the equipment

❑ Business documents review
  ■ Letters
  ■ Memos
  ■ Tables
  ■ Reports

❑ Create documents with special features
- Endnotes and footnotes
- Headers and footers

❑ Apply word processing skills to produce enhanced and customized documents
- Use WordArt
- Insert graphics
- Use borders and shading
- Font type, size, color change

❑ Use columns
- Work with newspaper columns
- Balance column length
- Keep text in columns together

❑ Create business documents with merge variables
- Key a data source
- Key a main document
- Merge files
- Mailing labels

❑ Advance features
- Templates
- Wizards
- Help features

❑ Sharing data between applications
- Links between files in different applications
- Embed files from one applications to another
- Importing and exporting files between applications
- Copying and pasting data from one application to another
- Advantages of using software suites

❑ Software applications problems
- Coaching others on software application problems
- Resources
  - Online reference information
  - Hard copy reference information
- Problem solving techniques
  - Identify
  - Research
  - Recommend
  - Decide
  - Act

❑ Selection of appropriate hardware and software to perform specific tasks
- Procedures for identifying task
- Procedures for identifying available resources
- Emerging information systems tools

Spreadsheets

Grade Levels: 9, 10, 11, 12
Prerequisite: Keyboarding or Computer Applications
Course Length: 9 weeks or 18 weeks
Course Code: 03112/14025

Description: Students will use the operating system of a microcomputer to ana-
                       lyze business trends and solve problems using spreadsheet soft-
                       ware. This course will develop skills in designing worksheet, writing
                       formulas, analyzing data, charting data, and managing data.

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize
                       application software; diagnose and solve problems resulting from an
                       application software's installation and use. (NBEA National Stan-
                       dards for Business Education, Information Technology Standard,
                       2001)

Competencies:

❖ Identify situations that would benefit from using spreadsheet software
❖ Operate electronic spreadsheet software to create and manipulate an advanced worksheet
❖ Create and enter formulas and use specific functions to perform special calculations
❖ Apply spreadsheet enhancement skills
❖ Solve common problems in the area of spreadsheets
❖ Produce, in correct format for office use, common spreadsheets
❖ Produce spreadsheets while using print options for diverse output results
❖ Demonstrate the skills to successfully complete an industry certification test

Course Outline:

❑ Appropriate spreadsheet and computer terminology

❑ Proper care for the equipment

❑ Basic spreadsheet functions
    ■ Applications of spreadsheet operations
        ○ Mathematical processes
        ○ Functions to format spreadsheets
        ○ Formula design and entry
        ○ Accuracy tests for design and entry

❑ Specific spreadsheet functions
    ■ Create and interpret financial statements
        ○ Comparisons and projections
        ○ Predictions and forecasts
        ○ Charts and graphs

- Applications of spreadsheet operations
  - Lookup tables
  - Built-in functions
  - Macros
  - Advanced functions

- Advanced spreadsheet functions
  - Sort and filter spreadsheet data
  - Analyze data from spreadsheets
  - Create charts from spreadsheet data
  - Create pivot tables

- Enhancement and printing options

- Sharing data between applications
  - Links between files in different applications
  - Embed files from one applications to another
  - Importing and exporting files between applications
  - Copying and pasting data from one application to another
  - Advantages of using software suites

- Software applications problems
  - Coaching others on software application problems
  - Resources
    - Online reference information
    - Hard copy reference information
  - Problem solving techniques
    - Identify
    - Research
    - Recommend
    - Decide
    - Act
    - Evaluate

- Selection of appropriate hardware and software to perform specific tasks
  - Procedures for identifying task
  - Procedures for identifying available resources
  - Emerging information systems tools

Desktop Publishing

Grade Levels:	9, 10, 11, 12
Prerequisite:	Keyboarding or equivalent skill
Course Length:	9 weeks or 18 weeks
Course Code:	03134/14098

Description: The process of creating a document that looks like a professionally designed and printed document. Includes sizing and inserting photos, graphics, and line drawings to the text copy. Instruction will be provided to create an original layout for a newsletter, catalog, brochure, and other materials that utilize different types of print.

Achievement Standards: Identify, evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Use input technology appropriately to enter and manipulate text and data. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Competencies:

❖ Define terminology related to desktop publishing
❖ Identify situations that would benefit from using desktop publishing software
❖ Manage files using the application software and the operating system
❖ Transfer data among applications
❖ Create and import graphic images to enhance published documents
❖ Format various publications incorporating concepts of layout and design
❖ Apply problem-solving and critical-thinking skills to common problems in the area of desktop publishing
❖ Demonstrate effective team strategies
❖ Demonstrate the skills to successfully complete an industry certification test

Course Outline:

❑ Appropriate desktop publishing and computer terminology

❑ Appropriate grammar, punctuation, and sentence structure

❑ Proper care for the equipment

❑ Format text publications
   ■ Change page size and orientation

- ❑ Create, correct, and store a document
    - ■ Review related word processing concepts including word wrap, page setup, alignment, delete, and insert
    - ■ Modify text size and style
    - ■ Rotate, copy, and flip images
    - ■ Modify text justification to include measured space for imported artwork
    - ■ Import text and graphics from a variety of sources
    - ■ Principles of good design and layout

- ❑ Enhance published documents
    - ■ Import clip-art files
    - ■ Edit/crop imported images
    - ■ Create boxes, lines, circles, shading, and simple drawings
    - ■ Combine layout art, clip-art and text to create a visually appealing document

- ❑ Create business publications
    - ■ Create business letterhead
    - ■ Create business cards
    - ■ Create certificates
    - ■ Create signs and posters
    - ■ Create multi-page newsletters
    - ■ Create tri-fold brochures

- ❑ Sharing data between applications
    - ■ Links between files in different applications
    - ■ Embed files from one applications to another
    - ■ Importing and exporting files between applications
    - ■ Copying and pasting data from one application to another
    - ■ Advantages of using software suites

- ❑ Software applications problems
    - ■ Coaching others on software application problems
    - ■ Resources
        - ○ Online reference information
        - ○ Hard copy reference information
    - ■ Problem solving techniques
        - ○ Identify
        - ○ Research
        - ○ Recommend
        - ○ Decide
        - ○ Act
        - ○ Evaluate

- ❑ Selection of appropriate hardware and software to perform specific tasks
    - ■ Procedures for identifying task
    - ■ Procedures for identifying available resources
    - ■ Emerging information systems tools

Database

Grade Levels:	9, 10, 11, 12
Prerequisite:	Keyboarding or Computer Applications
Course Length:	9 weeks or 18 weeks
Course Code:	03123/14026

Description: Students will use the operating system of a microcomputer to organize and automate file handling. Students will use database software to solve business problems, analyze business trends, and solve problems.

Achievement Standard: Use, plan, develop, and maintain database managment systems. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Competencies:

❖ Manage files using the application software and the operating system
❖ Transfer data among applications
❖ Identify situations that would benefit from using database software
❖ Apply problem-solving and critical-thinking skills to common problems in the area of database
❖ Produce, in correct format for office use, common databases
❖ Demonstrate the skills to successfully complete an industry certification test

Course Outline:

❑ Appropriate database and computer terminology

❑ Proper care for the equipment

❑ Basic functions of databases
   ■ Applications of databases
      ○ Enter fields and records
      ○ Produce simple reports
      ○ Search Strategies
         • Sort data
         • Retrieve data

❑ Database report design
   ■ Record structure modification
   ■ Database design
   ■ Create simple reports
      ○ Plan
      ○ Develop

- ○ Modify
- ○ Print

- ❑ Advance database functions
  - ■ Multiple levels of sorts
  - ■ Queries with multiple criteria
  - ■ Manipulate database records
    - ○ Append
    - ○ Modify
    - ○ Delete
  - ■ Database forms
  - ■ Update multiple databases using query, sort, and index techniques
  - ■ Calculations on database
  - ■ Relationships between database data

- ❑ Sharing data between applications
  - ■ Links between files in different applications
  - ■ Embed files from one applications to another
  - ■ Importing and exporting files between applications
  - ■ Copying and pasting data from one application to another
  - ■ Advantages of using software suites

- ❑ Software application problems
  - ■ Coaching others on software application problems
  - ■ Resources
    - ○ Online reference information
    - ○ Hard copy reference information
  - ■ Problem solving techniques
    - ○ Identify
    - ○ Research
    - ○ Recommend
    - ○ Decide
    - ○ Act
    - ○ Evaluate

- ❑ Selection of appropriate hardware and software to perform specific tasks
  - ■ Procedures for identifying task
  - ■ Procedures for identifying available resources
  - ■ Emerging information systems tools

Multimedia

Courses

Web Design

Grade Levels: 9, 10, 11, 12
Prerequisite: Keyboarding or equivalent skill
Course Length: 9 weeks or 18 weeks
Course Code: 03122/14022

Description: Introduces students to a variety of ways to create and maintain web
                       pages. The students will focus on the overall production processes
                       with particular emphasis on design elements involving layout, navi-
                       gation, and interactivity. The basics of web design programming
                       languages and web design software can be taught. Careers in web
                       design are explored and students are provided with opportunities to
                       increase their communication, teamwork, and critical thinking skills.

Achievement Standards:

Competencies:

❖ Define terminology related to web site creation and the Internet
❖ Demonstrate the use of a Web browser
❖ Demonstrate teamwork skills
❖ Demonstrate the proper use of time and task management
❖ Create a web site by composing web pages using a WYSIWYG editor and/or HTML
❖ Manage files using application software and the operating system
❖ Apply problem-solving skills and critical-thinking skills to common problems in the production
   of a web site
❖ Create and enhance graphics using graphic applications in correct web format

Course Outline:

❑ Foundations of a Web Site Creation
   ■ Introduction to the Internet
   ■ Internet Connection
   ■ Internet Technologies and Services
   ■ Browsers
   ■ Browser Functions
   ■ Internet Services and Applications
   ■ Plug-Ins

❑ Web Page Elements
   ■ Overview of Web Page Elements
   ■ HTML Basics
   ■ Color Formats
   ■ Image Formats
   ■ Multimedia Formats
   ■ Interactive Elements

- ❑ Production Tools
  - ■ HTML Approaches
  - ■ HTML and Interactive Editors
  - ■ Graphics Applications
  - ■ Multimedia Applications

- ❑ Pre-Production Process
  - ■ Project Definition and Planning
  - ■ Functional Requirements
  - ■ Content and Media Assets Organization
  - ■ Basic Project Management Concepts
  - ■ Production Phases

- ❑ Layout and Design
  - ■ The Web as a Medium
  - ■ Web Design Principles
  - ■ Web Design Issues
  - ■ Separation of Content and Format
  - ■ Other Design Issues

- ❑ User Interface Design
  - ■ User Interface Definition
  - ■ Interface Design Basics
  - ■ Interface Usability
  - ■ Navigation Design Basics
  - ■ Navigation Usability

- ❑ Accessibility and Internationalization
  - ■ Accessibility
  - ■ Localization and Translation

- ❑ Media Creation
  - ■ Web Writing
  - ■ Image Creation
  - ■ Image Manipulation
  - ■ Animation
  - ■ Animated GIF
  - ■ SWF Animation
  - ■ Digital Audio and Video

- ❑ Interactivity
  - ■ Appropriate Interactivity
  - ■ Interactive Elements
  - ■ Interactive Multimedia
  - ■ Programmed Interactivity
  - ■ Database-Driven Interactivity
  - ■ User-to-User Interactivity

- ❑ Testing and Optimization
  - ■ Site Clean-Up and Testing
  - ■ Error Checking
  - ■ Speed Optimization
  - ■ Web Site Management
  - ■ Web Site Maintenance
  - ■ Usability Testing

- ❑ Implementation and Hosting
  - ■ Client Sign-Off
  - ■ Legal Review
  - ■ ISP Requirements
  - ■ Domain Name Registration
  - ■ File Publishing to the Web
  - ■ Site Advertising
  - ■ Banner Advertising
  - ■ Other Marketing Techniques

Telecommunications

Grade Levels: 10, 11, 12
Prerequisite: None
Course Length: 9 weeks or 18 weeks
Course Code: 03125/14028

Description: This course will provide practice and understanding for the use of
                       personal computers and appropriate software to access and utilize
                       electronic telecommunication equipment in a business environment.
                       Students will learn to conduct research and access electronic data-
                       bases through the Internet.   Students will also access information
                       stored electronically in remote sites to conduct business projects
                       and activities.

Achievement Standards: Use, evaluate, and deploy communications and networking applica-
                       tions. (NBEA National Standards for Business Education, Informa-
                       tion Technology Standard, 2001)

                       Describe current and emerging computer architecture; configure,
                       install, and upgrade hardware; diagnose and repair hardware prob-
                       lems. (NBEA National Standards for Business Education, Informa-
                       tion Technology Standard, 2001)

Competencies:

❖ Define terminology related to telecommunications and the Internet
❖ Demonstrate the use of communication methods on the Internet/intranet including e-mail,
   newsgroups, Usenet, mailing lists, and chat rooms
❖ Operate electronic message technologies to include facsimile machines, voice mail, confer-
   ence calls, and pagers
❖ Describe the use of the following communication systems: WATS lines, LAN system,
   cellular technology, and voice recognition dictation
❖ Demonstrate the use of a Web browser
❖ Examine and utilize research tools
❖ Demonstrate how to transfer (upload and download) data files

Course Outline:

❑ Appropriate telecommunication and Internet terminology

❑ Proper care for the equipment

❑ Describe electronic mail and its uses

- Send e-mail
- Receive e-mail
- Electronic discussions groups

❑ Describe and use the facsimile machine

❑ Discuss the use of the communications systems
- Voice mail and pagers
- Conference calls both telephone and video
- Local area networks
- Computer hardware components
- Computer systems
- Computer software
- Security considerations
- The future of computer systems

❑ Demonstrate the use of the Internet
- Modem access via phone lines
- Address and URLS
- Proper procedures on the Internet
- Ethics and plagiarism
- Chat rooms and newsgroups

❑ Learn the tools of the trade
- Navigating the World Wide Web
- Searching the Web
- Exploring the Web
  - Explore Internet search engines
  - Compare Internet search engines

Electronic Presentations

Grade Levels: 9, 10, 11, 12
Prerequisite: None
Course Length: 9 weeks or 18 weeks
Course Code: 03126/14029

Description: Students will learn to use a personal computer and appropriate
                       software to create colorful and effective business presentations.

Achievement Standard: Use technology to enhance the effectiveness of communications.
                       (NBEA National Standards for Business Education, Communication
                       Standard, 2001)

Competencies:

❖ Define terminology related to electronic presentations
❖ Plan a presentation based on subject matter and targeted audience
❖ Create, use, and edit, slide view, slide sorter, outline view, and note view
❖ Incorporate audio and visual elements in presentations by using digital cameras, scanners,
    and other emerging technologies
❖ Import, export, link, and embed objects within an electronic presentation
❖ Utilize various media storage capabilities
❖ Produce electronic presentations using appropriate software
❖ Deliver electronic presentations, which will include hard-copy handouts
❖ Demonstrate the skills to successfully complete an industry certification test

Course Outline:

❑ Appropriate electronic presentation and computer terminology

❑ Proper care for the equipment

❑ Introduction to presentation software
    ■ Open existing presentation program
        ○ Use toolbars and shortcuts
        ○ Design templates
    ■ Design slide layouts
        ○ Add slides
        ○ Delete slides
        ○ Add text to slides
        ○ Change font type and style
        ○ Insert objects
        ○ Edit slides in slide view and outline view
    ■ Use wizards and templates to create a presentation
        ○ Print and send a presentation electronically
        ○ Edit and format presentation bullets and symbols

- ○ Insert tables and charts
- ■ Insert pictures using drawing tools and auto shapes
  - ○ Use WordArt
  - ○ Change color schemes and backgrounds
  - ○ Use headers and footers
  - ○ Use of digital photography, movie editing software, scanners, and other emerging technologies
- ■ Add animation effects
  - ○ Sound effects
  - ○ Transition effects
  - ○ Use slide sorter, hiding slides
  - ○ Export the presentation

- ☐ Use external input devices
  - ■ Digital camera (still and movie)
  - ■ Movie editing software
  - ■ Scanner
  - ■ Other emerging techologies

- ❑ Use various media storage capabilities
  - ■ Website presentation
  - ■ CD/DVD burning
  - ■ Other emerging technologies

- ☐ Prepare to present a presentation
  - ■ Plan a presentation based on subject matter and targeted audience
  - ■ Presentation display options
  - ■ Projection devices
  - ■ Other emerging technologies

- ❑ Presentation skills
  - ■ Note cards
  - ■ Eye contact
  - ■ Presentation voice
  - ■ Body language
  - ■ Business dress

Business Technology and Procedures I

Grade Levels:	10, 11, 12
Prerequisite:	Word processing skills
Course Length:	18 weeks
Course Code:	03281/14079

Description: To introduce students to office skills and occupations. Covers general office skills and procedures, attitudes and work habits; dress and grooming; job application skills; office telephone techniques; information processing; keyboarding applications; operating all types of common office machines; calculating, filing, sorting, checking, and recording data.

Achievement Standards: Use, evaluate, and deploy communications and networking applications. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Communication in a clear, courteous, concise, and correct manner on personal and professional levels. (NBEA National Standards for Business Education, Communication Standard, 2001)

Use Technology to enhance the effectiveness of communication. (NBEA National Standards for Business Education, Communication Standard, 2001)

Develop personal management skills to function effectively and efficiently in a business environment. (NBEA National Standards for Business Education, Management Standard, 2001)

Competencies:

❖ Describe the use of technology in a business setting
❖ Demonstrate teamwork skills
❖ Describe appropriate workplace communication
❖ Demonstrate the proper use of time and task management
❖ Demonstrate the effective operation of business equipment
❖ Demonstrate procedures for receiving and sending all types of mail
❖ Create business documents using the appropriate software application
❖ Compose effective written communications
❖ Identify job opportunities in business

Course Outline:

❑ The business professional
  ■ Job responsibilities and opportunities
  ■ Positive professional image
  ■ Trends in business

- ❑ Organizational structure
    - Communicating with co-workers
    - Communicating with clients and customers
    - Working for more than one supervisor
    - Strategies of effective teamwork

- ❑ Time and task management
    - The working day—setting priorities
    - Managing the work area
    - Determine appropriate software use for given task
    - Determine effective communication channels

- ❑ Workplace communication
    - Telephone etiquette and techniques
    - Written communication
        - ○ Composition skills
        - ○ Proofreading and editing
        - ○ Business documents format
    - Ethical and legal issues

- ❑ Procedures for processing mail
    - Surface mail
    - Electronic mail

- ❑ Equipment and software
    - Communication
    - Multimedia
    - Reprographics

Business Technology and Procedures II

Grade Levels:	10, 11, 12
Prerequisite:	Business Technology and Procedures I
Course Length:	18 weeks
Course Code:	03282/14990

Description: Provides an understanding of the information processing systems and procedures used to support the administration in an electronic office. Electronic filing and records management, reprographics, telecommunications, handling the mail, telephone techniques, travel arrangements, handling meeting details, proofreading and editing tasks, dictation and transcription techniques, supervising activities of others, understanding career growth and job seeking skills. The content of this course could be delivered as a model office or other simulation.

Achievement Standards: Develop the technical and interpersonal skills and knowledge to support the user community. (NBEA National Standards for Business Education, Information Technology Standard, 2001)

Develop personal management skills to function effectively and efficiently in a business environment. (NBEA National Standards for Business Education, Management Standard, 2001)

Communicate in a clear, courteous, concise, and correct manner on personal and professional levels. (NBEA National Standards for Business Education, Communication Standard, 2001)

Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies. (NBEA National Standards for Business Education, Communication Standard, 2001)

Competencies:

- ❖ Develop the use of filing and record management procedures
- ❖ Demonstrate the effective use of telecommunications
- ❖ Demonstrate planning and organizational skills
- ❖ Develop a plan for career advancement
- ❖ Develop a job-search portfolio
- ❖ Demonstrate administrative support tasks
- ❖ Create business documents using appropriate software

Course Outline:

- ❑ Filing and record management
  - ■ Filing rules and methods
  - ■ Computerized records management
  - ■ Paper records management

- ❑ Telecommunications
  - ■ Audio, video, and electronic conferencing
  - ■ Interactive video (ITV)
  - ■ Web-based research

- ❑ Planning and organizational skills
  - ■ Project management
  - ■ Conferences and meetings
  - ■ Travel
  - ■ Scheduling appointments

- ❑ Employment and career ladders
  - ■ Job search portfolio
  - ■ Opportunities for specialization and advancement
  - ■ Survey of employment opportunities

Cooperative Work Experience

Grade Levels: 11, 12
Prerequisite: To be determined by the local coordinator
Course Length: 18 weeks
Course Code: 14999

Description: To provide an opportunity for students to develop and/or improve
                       work skills in an actual employment setting. An instructional plan
                       that combines supervised community employment and school
                       instruction. A training plan and agreement consistent with the
                       occupational objectives of the student shall be developed for each
                       student with each cooperating employer. Students are paid mini-
                       mum wage by the employer and may be granted release time from
                       school.

Achievement Standards: Develop strategies to make an effective transition from school to
                       work. (NBEA National Standards for Business Education, Career
                       Development Standard, 2001)

                       Integrate all forms of communication in the successful pursuit of
                       employment. (NBEA National Standards for Business Education,
                       Communication Standard, 2001)

                       Relate the importance of lifelong learning to career success. (NBEA
                       National Standards for Business Education, Career Development
                       Standard, 2001)

Competencies:

❖ Determine skills necessary to successfully perform identified position
❖ Apply for a cooperative work experience position
❖ Review business technology and procedures skills
❖ Complete training plan as identified in the training agreement
❖ Participate in weekly evaluation sessions with coordinator and work supervisor

Course Outline:

❑ Orientation
    ■ Self-evaluation by students
    ■ Occupational objectives
    ■ Training needs

❑ Employment credentials
    ■ Letter of application
    ■ Resume
    ■ Job application form
    ■ Job interview techniques

- ❑ Training agreement
    - ■ Assignment of students to work stations
    - ■ Identified skills
    - ■ Sequence of skills
    - ■ Timeframe requirements
    - ■ Signatures

- ❑ Professional image
    - ■ Personal qualities
        - ○ Attitude
        - ○ Dress and grooming
        - ○ Voice and language usage
    - ■ Professional qualities
        - ○ Cooperation
        - ○ Initiative
        - ○ Trustworthiness
        - ○ Loyalty
        - ○ Confidentiality

- ❑ Evaluations and conferences
    - ■ Conferencing skills
    - ■ Evaluations
        - ○ Supervisor
        - ○ Coordinator