

# TECHNOLOGY, BUSINESS & MARKETING FRAMEWORK

JANUARY 2005



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# MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS •
- LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING •
- SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS •

## ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

### LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

### MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

### SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

### SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

### LITERACY AND COMMUNICATION

3. Demonstrate appropriate speaking and listening skills for a variety of settings.

### CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

### HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

### TECHNOLOGY

- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

### FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

### WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

## LIFE SKILLS AND PERFORMANCES

Within the school setting, students in the Millard Schools will:

### READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

### READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
  - integrity,
  - self-discipline,
  - positive attitude,
  - perseverance.

### CITIZENSHIP

- Participate in community and/or school organization.
- Acknowledge diversity of others.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Curriculum, Instruction, and Assessment  
Written Curriculum – Content Standards

6110.1

Revised: Strategic Planning  
December 5, 1996

T-Chart Approved: Millard Board of Education  
January 13, 1997

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003

Millard Public Schools  
Omaha, NE

## PREFACE

The Millard Public Schools' Middle Level Computers and High School Business Departments have completed the framework-writing phase of the curriculum cycle. In this phase, the departments identified the direction for Technology, Business and Marketing curriculum and instruction in the future. The framework forms the theoretical base for writing curriculum guides in the next phase of the curriculum cycle. The curriculum guides will provide course-by-course descriptions of how the outcomes, assessments and enabling objectives identified in the frameworks will be translated into classroom practice. The curriculum guides will also specify how instructional materials will be used to facilitate instruction.

Middle Level Computer teachers and members of the Business Department from all buildings participated in the development of the framework, providing a representative cross section of the department. The participants in the framework development process include:

### **Core Committee:**

Jeff Alfrey, AMS  
Nancy Anderson, SHS  
Don Bosworth, RMS  
Janet Butler, WHS  
Tracy Cox, NHS  
Bob Downs, AMS  
Ann Gapinski, CMS  
Julie Kemp, NHS  
Susan Marlatt, SHS  
Julie McGee, SHS  
Janis Mullins, NHS  
Jamie Robinson, SHS  
Lori Scolaro, WHS

### **Technology Committee**

Curt Anderson, Technology  
Division  
Don Bosworth, RMS  
Tracy Cox, NHS  
Mary Ehlers, Technology  
Division  
Ann Gipinski, CMS  
Denny Hanley, Technology  
Division  
Steve Hanks, NMS  
Theresa Hovorka, WHS  
Beth Lyons, WHS  
Denise Waller, SHS

### **Personal Finance**

Jeannine Ellis, WHS  
Lynn Hill, SHS  
Bruce Reed, NHS

### **Middle Level Computers**

Don Bosworth, RMS  
John Carroll, KMS  
Bob Downs, AMS  
Steve Hanks, NMS  
Paul Lafond, CMS  
Kate Weidhauer, BMS  
Lew Wyant, KMS

### **Accounting I & II**

Russell Eusterwiemann, WHS  
Rick Hook, WHS  
Julie Kemp, NHS  
Lori Scolaro, WHS  
Jamie Robinson, WHS

### **Business Communications**

Nancy Annin, SHS  
Theresa Hovorka, WHS  
Janis Mullins, NHS

### **Business Law**

Nancy Anderson, SHS  
Rhonda Chomos, NHS  
Greg Fearday, SHS  
Gary Waldron, WHS

### **Business Procedures & Technology Internships**

Nancy Annin, SHS  
Theresa Hovorka, WHS  
Janis Mullins, NHS

### **Computer Technology Applications**

Theresa Hovorka, WHS  
Janis Mullins, NHS  
Jamie Robinson, SHS

### **Advanced Computer Technology Applications**

Russ Eusterwiemann, WHS  
Theresa Hovorka, WHS  
Janis Mullins, NHS  
Jaime Robinson, SHS

### **Keyboarding**

Theresa Hovorka, WHS  
Beth Lyons, NHS  
Denise Waller, SHS

### **International Business**

Tracy Cox, NHS  
Greg Fearday, SHS  
Lori Scolaro, WHS

### **Fashion Marketing**

Janet Butler, WHS  
Julie Kemp, NHS  
Julie McGee, SHS

### **Marketing I, II, Internship**

Janet Butler, WHS  
Julie McGee, SHS  
Lori Scolaro, WHS  
Gary Waldron, NHS

## MISSION AND BELIEFS

The philosophy of the Millard Public Schools' Technology, Business and Marketing education program is to prepare all students to live and work as cooperative and productive citizens in a changing global society with rapid technological growth. The Technology, Business and Marketing program provides the essential technology and business skills and knowledge necessary to enhance learning and personal living skills and to pursue advanced education and/or employment. The program identifies career opportunities, reinforces the skills necessary for school-to-career transition, develops leadership qualities, provides foundation concepts for post secondary study and enhances effective decision-making as consumers, workers and citizens.

We believe that education and training in Technology, Business and Marketing:

- Is an integral part of every individual's educational experience for academic, personal and professional development.
- Supports all academic areas.
- Prepares individuals to meet the challenges to live and work as productive citizens in a changing global society.
- Provides students valuable partnerships and work experience opportunities with the business community.
- Prepares individuals to apply the tools of technology as they relate to academic, personal and business decision-making.
- Develops interpersonal, teamwork and leadership skills necessary to function in multi-cultural settings.

## DIFFERENTIATION

Students, regardless of ability or background, enroll in Middle Level Computers, Business and Marketing Education courses to learn personal and professional life skills. The use of differentiation allows each student to operate at an optimal level. It is necessary to recognize and meet individual needs to allow for maximum learning.

Differentiation for instruction is a natural part of Computer/Business instruction. Students have traditionally experienced instruction that facilitates learning through a variety of learning styles. Given any one concept, students may read and/or write, observe a teacher or student demonstration, and participate in discussion and practice. This type of instruction creates an environment where learning occurs and is reinforced for students of all abilities and backgrounds.

In addition, Computer/Business classrooms create opportunities that address student strengths in each area of intelligence. Examples of the application of each intelligence include:

Logical/Mathematical	Mathematical calculations to solve business related problems
Body/Kinesthetic	Hand-on activities, active simulations
Spatial	Presentations in graphic form, manipulating electronic data for presentations
Interpersonal	Cooperative work in all areas
Intrapersonal	Set goals, decision-making, self-evaluation
Linguistic	Written work, technical reading, presentations, creating electronic documents

Instruction uses the problem-solving, practical reasoning process to analyze issues related to Computer/Business concepts. The process connects students to real life problems that relate to all backgrounds and abilities. This also makes authentic assessment an integral part of instruction. Although differentiated instruction has traditionally been incorporated in Computer/Business Education classrooms, teachers can make conscious use of these strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences and physical and intellectual abilities. This will ensure success for all students.

Suggested Resources:

Armstrong, Thomas. (2000) Multiple Intelligences in the Classroom. 2<sup>nd</sup> Edition. Alexandria, VA. Association for Supervision and Curriculum Development.

Heacox, Diane. Differentiating Instruction in the Regular Classroom. (2002) Minneapolis, MN. Free Spirit Publishing

Nebraska Department of Education. (2000).

Business Education Framework for Nebraska Schools. Lincoln, NE

Tomlinson, Carol Ann. (1999) The Differentiated Classroom. Alexandria, VA. Association for Supervision and Curriculum Development

## **ALIGNMENT WITH DISTRICT, STATE AND NATIONAL STANDARDS**

The Technology, Business and Marketing Framework is designed to provide instruction to support the use of technology in all aspects of learning and to provide instruction for and about business. Staff members have aligned the proposed framework with National Standards of the International Society for Technology in Education, Nebraska Essential Learnings in Technology, the State of Nebraska Business Education Framework and National Standards for Business Education. Technology courses prepare students to use technology to support learning as well as to apply technology on the job. All business courses relate principles of business to both one's personal and professional life. Embedded in each course is the application of life skills necessary to succeed in the workforce. The courses proposed in this framework relate to the following areas:

- Accounting
- Business Law
- Communication
- Economics and Personal Finance
- Information Systems
- International Business
- Marketing
- Technology to Support Learning

In addition to outcomes and enabling objectives that are specific to each clustered area of study, each course includes an outcome related to an understanding of careers associated with that cluster.

International Society for Technology in Education. (1998).

National Educational Technology Standards for Students. Eugene, OR

National Business Education Association. (2003). Effective Methods of Teaching Business Education in the 21<sup>st</sup> Century Yearbook, No 41.

National Business Education Association. (2001).

National Standards for Business Education. Reston, VA.

National Business Education Association. (2002). Technology, Methodology and Business Education. Yearbook, No. 40.

Nebraska Department of Education. (2000).

Business Education Framework for Nebraska Schools. Lincoln, NE

Rose, David H. and Meyer, Anne. (2002). Teaching Every Student in the Digital Age. Universal Design for Learning. ASCD. Alexandria. VA.

Ross, John D., McGraw Tammy, Burdette, Krista. Toward an Effective Use of Technology in Education. A Summary of Research. The Institute for the Advancement of Emerging Technologies in Education at AEL. Charleston, West Virginia

Software Information Industry Association.  
2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC.

## FLOWCHART

**6<sup>th</sup> Grade:** Introduction to Computer Skills (required)  
**7<sup>th</sup> Grade:** Application of Computer Skills (required)  
**8<sup>th</sup> Grade:** Graphic Design, Web Design, Desktop Publishing (elective)

<u>Interest</u>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Accounting</b>	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications ( )Advanced Computer Technology Applications	501 International Business 502 Accounting I 510 Business Law 508 Business Procedures 507 Business Communications	501 International Business 503 Accounting II 507 Business Communications 508 Business Procedures 512 Marketing I
<b>Business Law</b>	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
<b>Communications</b>	504 Computer Keyboarding 506 Computer Technology Applications	( )Advanced Computer Technology Application	507 Business Communications	507 Business Communications
<b>Economics &amp; Personal Finance</b>	500 Personal Finance	501 International Business	502 Accounting I 508 Business Procedures 511 Fashion Marketing 512 Marketing I	503 Accounting II 507 Business Communications 510 Business Law 512 Marketing I
<b>Information Systems</b>	504 Computer Keyboarding	506 Computer Technology Applications ( )Advanced Computer Technology Application	502 Accounting I 507 Business Communications 508 Business Procedures 509 Business Procedures Internship	503 Accounting II 507 Business Communications 508 Business Procedures 509 Business Procedures Internship
<b>Marketing</b>	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications ( )Advanced Computer Technology Application	501 International Business 507 Business Communications 510 Business Law 511 Fashion Marketing 512 Marketing I	501 International Business 502 Accounting I 507 Business Communications 510 Business Law 513 Marketing II 514 Marketing Internship

\*Interest areas were originated from National Standards in Business.

- 506 Computer Technology Applications will fulfill the technology graduation requirement.

## 6<sup>TH</sup> GRADE COMPUTERS

### 6<sup>th</sup> Grade Computers

9 weeks

#### **Description:**

This quarter course provides students with an exploratory experience in the world of computers. It provides a review of keyboarding skills; work within an integrated software package incorporating word processing, database, and spreadsheet; use of the internet; e-mail; and multimedia software that integrates text, graphics, sound and video. Ethical use of computer systems and software is reinforced at all times.

**Prerequisite:** None

#### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Apply basic operations skills; desktop use, start-up/shutdown, mouse use, wheel use, file management, application access, printer usage and memory.
- Apply basic troubleshooting skills; find a lost file, force quit, use of properties, peripheral connections.
- Apply network skills; login, logout, printer, server management and naming conventions, extensions, new folder creation.

#### **Assessment**

Teacher observation with rubric.

#### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Demonstrate improvement of keyboarding skills; correct posture, touch typing technique, speed, accuracy.
- Be aware of voice recognition software, handwriting input, and biometrics.
- Understand ergonomics and health concerns related to technology.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technology and the effect those changes have on the workplace and society.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Explain the personal impact of existing technology.
- Recognize the potential personal impact of emerging technologies.

#### **Assessment**

Presentation on ways technology is used.

### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information and technology; identify consequences of misuse.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Understand copyright, plagiarism, intellectual property and policies associated with technology use.

#### **Assessment**

Use appropriate documentation of resources.

### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Properly format a text document to include font size and style, margins, edit, spell check, cut, copy, paste, and graphics.
- Use the outlining feature to organize information.
- Create a chart using a spreadsheet application.
- Create and manipulate a database.

#### **Assessment**

Use applications to accomplish simulated or curriculum content tasks.

### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside of the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Create a multimedia project using technology tools for presentations: multimedia authoring, presentation software, web tools, digital cameras, scanners.

#### **Assessment**

Project to communicate with others.

### **Outcome 7**

Use telecommunication and online resources to investigate and solve curriculum related problems, issues, and information to develop solutions or products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Practice e-mail etiquette.
- Apply web safety practices.
- Utilize web browsers, search engines and on-line resources.

#### **Assessment**

Project with rubric.

### **Outcome 8**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Recognize that there are appropriate tools and technology for various purposes or assignments.

#### **Assessment**

Project with rubric.

**Outcome 9**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

**Academic ELOs**

18, 19, 20

**Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Investigate examples of bias and/or false or misleading information in a website.

**Assessment**

Simulation to evaluate information.

## 7<sup>TH</sup> GRADE COMPUTERS

### 7th Grade Computers

9 weeks

#### **Description:**

This course provides students with an exploratory experience in the world of computers, building on previously acquired skills. Students will experience a variety of digital processes used with computers. The course includes work with an integrated software package incorporating word processing, database, and spreadsheet; use of the internet; and multimedia software that integrates text, graphics, sound and video. Ethical use of computer systems and software is stressed at all times.

**Prerequisite:** None

#### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and apply 6<sup>th</sup> grade skills; basic operations, basic troubleshooting, network use.

#### **Assessment**

Teacher observation with rubric.

#### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall 6<sup>th</sup> grade skills and improve keyboarding skills; posture, technique, speed, accuracy.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technology and the effect those changes have on the workplace and society.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Recognize the impact of technology on humans and society.

#### **Assessment**

Present ways technology is used and the impact of humans and society.

### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information and technology; identify consequences of misuse.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply practices to honor copyrights, avoid plagiarism, and protect intellectual property.
- Practice ethical behaviors related to technology use.
- Explain the impact of ethical/unethical use of technology on individuals and society.

#### **Assessment**

Simulation or curriculum content project with rubric.

### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Review, recall 6<sup>th</sup> grade skills; formatting text, margins, edit, spell check, cut, copy, paste, graphics, outlining.
- Format text documents using integrated curriculum content to include headers/footers and columns.
- Create a curriculum related chart using a spreadsheet application.
- Create a database or spreadsheet to use to perform mail merge.

#### **Assessment**

Simulation project of curriculum content project.

### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Create a multimedia project using technology tools for presentation; multimedia authoring, presentation, web tools, digital cameras, scanners.

#### **Assessment**

Curriculum related project to communicate with others.

### **Outcome 7**

Use telecommunication and online resources to investigate and solve curriculum related problems, issues, and information to develop solutions or products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply e-mail etiquette; appropriate message, subject lines, salutation and signature.
- Include attachments in e-mail.
- Use reply, forward and an address book.
- Practice web safety.
- Use web browsers, search engines and on-line resources.

#### **Assessment**

Simulation or curriculum content project.

### **Outcome 8**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Select appropriate tools (hardware, software and peripherals) and use technology resources to accomplish a goal.

#### **Assessment**

Student project.

**Outcome 9**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

**Academic ELOs**

18, 19, 20

**Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Identify bias and/or false or misleading information in a website.

**Assessment**

Student project.

## WEB DESIGN

Web Design

8<sup>th</sup> grade

9 weeks

### **Description:**

Learn web site design. Students will apply design elements to create web pages with computer graphics.

**Prerequisite:** None

### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and apply basic skills; basic operations, basic troubleshooting, network use.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and improve keyboarding skills; posture, technique, speed, accuracy.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technology and the effect those changes have on the workplace and society.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Identify the potential for the web to impact communication.
- Recognize potential career choices

#### **Assessment**

Presentation on career options.

#### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information and technology; identify consequences of misuse.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply practices to honor copyrights, avoid plagiarism, and protect intellectual property.
- Practice ethical behaviors related to technology use.
- Explain the impact of ethical/unethical use of technology on individuals and society.

#### **Assessment**

Works cited included in projects.

#### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Demonstrate appropriate web page design techniques.
- Create a fully functioning web page.
- Create an animation for a web page.
- Explore use of programming languages in constructing web pages.

#### **Assessment**

Web format project.

#### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Create a web based multimedia project using technology tools for presentation.

#### **Assessment**

Web project

### **Outcome 7**

Use telecommunication and online resources to investigate and solve curriculum related problems, issues, and information to develop solutions or products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Practice online safety.

#### **Assessment**

Observation with rubric

### **Outcome 8**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Select appropriate tools (hardware, software and peripherals) and use technology resources to accomplish a goal for web project.

#### **Assessment**

Web project.

### **Outcome 9**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Identify bias and/or false or misleading information in a website.

#### **Assessment**

Simulation project.

## GRAPHIC DESIGN

Graphic Design

8<sup>th</sup> grade

9 weeks

### **Description:**

Learn graphic design. Students will apply design elements to create multimedia products. (Animation and still)

**Prerequisite:** None

### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and apply basic skills; basic operations, basic troubleshooting, network use.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and improve keyboarding skills; posture, technique, speed, accuracy.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technology and the effect those changes have on the workplace and society.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Identify the potential for the web to impact communication.
- Recognize potential career choices

#### **Assessment**

Presentation on career options.

#### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information and technology; identify consequences of misuse.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply practices to honor copyrights, avoid plagiarism, and protect intellectual property.
- Practice ethical behaviors related to technology use.
- Explain the impact of ethical/unethical use of technology on individuals and society.

#### **Assessment**

Works cited included in projects.

#### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Demonstrate appropriate graphic design techniques.
- Explore use of graphic tools.
- Apply techniques for editing images.
- Create and publish animations and videos.

#### **Assessment**

Graphic design project.

#### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Create a multimedia project using technology tools for presentation.

#### **Assessment**

Graphic design project.

### **Outcome 7**

Use telecommunication and online resources to investigate and solve curriculum related problems, issues, and information to develop solutions or products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Practice online safety.

#### **Assessment**

Observation with rubric

### **Outcome 8**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Select appropriate tools (hardware, software and peripherals) and use technology resources to accomplish a goal for graphic design project.

#### **Assessment**

Web project.

### **Outcome 9**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Identify bias and/or false or misleading information in a website.

#### **Assessment**

Simulation project.

## DESKTOP PUBLISHING

Desktop Publishing

8<sup>th</sup> grade

9 weeks

### **Description:**

Learn desktop publishing. Students will design and create printed or electronic publications.

**Prerequisite:** None

### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and apply basic skills; basic operations, basic troubleshooting, network use.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Recall and improve keyboarding skills; posture, technique, speed, accuracy.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technology and the effect those changes have on the workplace and society.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

**Objectives** Student will:

- Identify the potential for technology to impact communication.
- Recognize potential career choices

#### **Assessment**

Presentation on career options.

#### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information and technology; identify consequences of misuse.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply practices to honor copyrights, avoid plagiarism, and protect intellectual property.
- Practice ethical behaviors related to technology use.
- Explain the impact of ethical/unethical use of technology on individuals and society.

#### **Assessment**

Works cited included in projects.

#### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Demonstrate appropriate desktop publishing techniques.
- Edit graphic images
- Design & create a finished publication.

#### **Assessment**

Printed design project.

#### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Create a multimedia project using technology tools for presentation.

#### **Assessment**

Publication project.

### **Outcome 7**

Use telecommunication and online resources to investigate and solve curriculum related problems, issues, and information to develop solutions or products for audiences inside and outside the classroom.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Practice online safety.

#### **Assessment**

Observation with rubric

### **Outcome 8**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Select appropriate tools (hardware, software and peripherals) and use technology resources to accomplish a goal for graphic design project.

#### **Assessment**

Web project.

### **Outcome 9**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

#### **Academic ELOs**

18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 27, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Identify bias and/or false or misleading information in a website.

#### **Assessment**

Simulation project.

## ACCOUNTING I

Accounting I

10-12

Y

10 Credits

### **Description:**

Accounting is the universal language of business. Give yourself the tools to be successful in business by learning accounting as well as how to make a profit. This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. All college business majors are required to take college accounting. This course prepares you for college level accounting.

**Prerequisite:** None

### **Outcome 1**

Accounting Cycle: Apply the accounting cycle to various forms of business organizations.

#### **Academic ELOs**

8, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27

**Objectives** Student will:

- Identify and demonstrate the steps in the accounting cycle.
- Analyze and record transactions.
- Synthesize transactions and create financial statements.

#### **Assessment**

Simulation project.

### **Outcome 2**

Analysis and evaluation: Demonstrate the interpretation of financial statements for personal and business decisions.

#### **Academic ELOs**

8, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 32

**Objectives** Student will:

- Understand or debate the merits of owning or investing in a business based on a financial statement.
- Create financial statements for various types of business and different types of business ownership.
- Read for information as it relates to financial statements and the business world.

#### **Assessment**

Simulation project.

### **Outcome 3**

Industry Software: Use technology to prepare and maintain accounting records.

#### **Academic ELOs**

8, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 29, 30, 32

**Objectives** Student will:

- Create financial documents using industry standard software.
- Evaluate financial documents through the use of spreadsheets and other applicable software.

#### **Assessment**

Mini-practice set.

### **Outcome 4**

Financial computations: Use mathematical concepts to compute financial transactions.

#### **Academic ELOs**

1, 4, 7, 14, 15, 20

#### **Life Skill ELOs**

25, 26, 28, 29, 30, 32

**Objectives** Student will:

- Manipulate numbers to compute financial transactions through the use of calculators, spreadsheets, and industry standard accounting software.

#### **Assessment**

Simulation project.

### **Outcome 5**

Career Planning: Identify employment opportunities in the field of accounting.

#### **Academic ELOs**

1, 16, 17

#### **Life Skill ELOs**

28, 29, 31

**Objectives** Student will:

- Research accounting employment opportunities.
- Identify education requirements for employment in accounting.

#### **Assessment**

Presentation on career opportunities.

## **Outcome 6**

Payroll Accounting: Apply principles of payroll accounting.

### **Academic ELOs**

1, 4, 7, 8, 14, 15, 18, 19

### **Life Skill ELOs**

25, 26, 27, 28, 29, 30

### **Objectives** Student will:

- Record payroll transactions as they relate to both employer and employee.
- Compute various forms of wages and related deductions.
- Create required payroll records using manual and automated accounting.
- Evaluate the accuracy of various payroll documents.

### **Assessment**

Mini-practice set.

## ACCOUNTING II

Accounting II

11-12

Y

10 Credits

### **Description:**

Take your understanding of accounting to the next level. This course expands your ability to analyze and interpret financial data. You will broaden your understanding of assets, liabilities and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

**Prerequisite:** Accounting I

### **Outcome 1**

Accounting Cycle: Apply the accounting cycle to various forms of business organizations.

#### **Academic ELOs**

1, 4, 7, 8, 14, 15, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 31, 32, 33

**Objectives** Student will:

- Identify and demonstrate the steps in the accounting cycle.
- Analyze and record transactions.
- Synthesize transactions and create financial statements.
- Apply ethical decision-making to various business situations.

#### **Assessment**

Mini practice set 1.

### **Outcome 2**

Assets: Expand knowledge of various current and long-term asset accounts.

#### **Academic ELOs**

1, 4, 7, 8, 14, 15, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 31, 32, 33

**Objectives** Student will:

- Evaluate the use of various asset accounts to include cash receivables, inventories, and fixed assets.
- Decide which accounting method to apply in a given business transaction.

#### **Assessment**

Mini practice set 2.

### **Outcome 3**

Liabilities: Expand knowledge of various current and long-term liability accounts.

#### **Academic ELOs**

1, 4, 7, 98, 14, 15, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 31, 32, 33

**Objectives** Student will:

- Evaluate the use of various liability accounts to include notes payable, mortgages and bonds.
- Calculate adjustments related to current and long-term liabilities.

#### **Assessment**

Mini practice set 3.

### **Outcome 4**

Stockholder's Equity: Expand knowledge of various types of stockholders' equity accounts.

#### **Academic ELOs**

1, 4, 7, 8, 14, 15, 19, 20

#### **Life Skill ELOs**

25, 26, 26, 31, 32, 33

**Objectives** Student will:

- Evaluate the use of various stockholders' equity accounts to include common and preferred stock, paid-in capital, dividends, stock splits, and retained earnings.
- Evaluate a money-making situation through study of the stock market.
- Read financial publications to gain understanding of corporations.

#### **Assessment**

Simulation.

### **Outcome 5**

Analysis: Demonstrate the interpretation of financial statements for personal and business decisions.

#### **Academic ELOs**

1, 4, 7, 8, 14, 15, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 31, 32, 33

**Objectives** Student will:

- Debate the merits of owning or investing in a business based on a financial statement.
- Apply vertical and horizontal analysis to financial statements.
- Construct a statement of cash flows.
- Read for information as it relates to financial statements and the business world.

#### **Assessment**

Simulation.

### **Outcome 6**

Industry software: Use technology to prepare and maintain accounting records.

#### **Academic ELOs**

4, 7, 8, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 29, 30, 32

**Objectives** Student will:

- Create accounting documents using industry standard software.
- Evaluate financial documents through the use of spreadsheets and other applicable software.

#### **Assessment**

Mini practice set 3.

### **Outcome 7**

Identify employment opportunities in the field of accounting.

#### **Academic ELOs**

1, 3, 15, 18

#### **Life Skill ELOs**

23, 31, 32

**Objectives** Student will:

- Research accounting employment opportunities.
- Identify education requirement for accounting employment.
- Explore employment opportunities.

#### **Assessment**

Career presentation.

## BUSINESS COMMUNICATIONS

Business Communications

11/12

S

5 Credits

### **Description:**

Learn effective written and oral business communication skills. Units of study include, but are not limited to the following: e-mail etiquette; international communication; listening skills; business letter writing, grammar and punctuation; business presentation; career development; teamwork; communication; and web page development.

**Prerequisite:** Computer Keyboarding

### **Outcome 1**

Conduct written business communication in a clear, courteous and concise manner.

#### **Academic ELOs**

2, 3, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33

**Objectives** Student will:

- Use correct grammar and punctuation in written communication.
- Proofread documents for format, content, and spelling errors.
- Read and follow directions given on assignments (as office simulation).
- Determine the type of message conveyed to an audience.

#### **Assessment**

Students will compose a business letter using business-writing skills.

### **Outcome 2**

Identify the image created by verbal and nonverbal communication.

#### **Academic ELOs**

2, 3, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33

**Objectives** Student will:

- Use verbal and nonverbal skills to give a professional business presentation.
- Interpret nonverbal communication.
- Practice effective listening skills.

#### **Assessment**

Given specific projects, students will demonstrate a positive image through verbal and nonverbal communication.

### **Outcome 3**

Use technology to enhance the effectiveness of communication.

#### **Academic ELOs**

2, 3, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33

#### **Objectives** Student will:

- Use speech recognition software to create a business letter.
- Use a personal digital assistant, computer and tablet to create a business letter.
- Use software products to support business communication.

#### **Assessment**

Select the appropriate technology resource to complete a business communication.

Use software to complete course projects.

## BUSINESS LAW

**Business Law**

**11/12**

**S**

**5 Credits**

### **Description:**

Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, discrimination, contracts and other legal topics.

**Prerequisite:** None

### **Outcome 1**

Examine and interpret the principles and concepts of the civil legal system in the United States.

#### **Academic ELOs**

1, 3, 11, 18

#### **Life Skill ELOs**

27, 28, 32

**Objectives** Student will:

- Compare and contrast the sources of law such as the U.S. Constitution, statutes and case law to improve their understanding of our legal system.
- Distinguish between procedural and substantive law.
- Identify ethical character traits and the relationship between law and ethics.
- Examine and apply critical thinking to legal cases and issues involving the sources of law and ethics.
- Examine the trial court system and apply the procedures relating to civil law.

#### **Assessment**

Mock Trial.

### **Outcome 2**

Identify the elements of a tort and become familiar with international torts and negligence.

#### **Academic ELOs**

1, 3, 18

#### **Life Skill ELOs**

27, 28, 32

**Objectives** Student will:

- Identify and explain the elements of a tort.
- Distinguish among the different types of international torts.
- Explain the nature of negligence as a tort.
- Examine and apply critical thinking to legal cases and issues involving torts.

#### **Assessment**

Case study.

### **Outcome 3**

Apply legal principles related to contracts.

#### **Academic ELOs**

1, 2, 3, 18, 19, 20

#### **Life Skill ELOs**

26, 27, 28, 29, 30, 32, 33, 36, 37

#### **Objectives** Student will:

- Explain the nature of a contractual relationship.
- Identify and explain the elements required to create a contract.
- Differentiate between classes of contracts (example: bilateral and unilateral, express and implied, oral and written)
- Explain a minor's rights to avoid a contract.
- Identify categories of people who lack contractual capacity.
- Distinguish between different types of consideration and list the exceptions to the requirements of consideration.

#### **Assessment**

Contract simulation.

### **Outcome 4**

Apply legal principles related to intellectual property

#### **Academic ELOs**

1, 2, 3, 18, 19, 20

#### **Life Skill ELOs**

26, 27, 28, 29, 30, 32, 33, 36, 37

#### **Objectives** Student will:

- Distinguish between real, tangible personal and intangible personal property.
- Determine what body of law governs various transactions for the purchase of goods and/or services.
- Understand the types of intellectual property.
- Distinguish between the seven ways of acquiring property.

#### **Assessment**

Case study.

### **Outcome 5**

Apply legal principles to employment.

#### **Academic ELOs**

1, 2, 3, 18, 19, 20

#### **Life Skill ELOs**

26, 27, 28, 29, 30, 32, 33, 36, 37

#### **Objectives** Student will:

- Identify the nature of an agency relationship and list the ways agency relationships may be created.

- Identify legislation that regulates employee rights. (example: Americans with Disabilities Act, Age Discrimination in Employment Act, Family Medical Leave Act.)
- Identify legislation that regulates employment conditions. (example: Fair Labor Standards Act, Occupational Safety and Health Act.)

**Assessment**

Case study.

**Outcome 6**

Identify current legal career opportunities.

**Academic ELOs**

2, 3, 11

**Life Skill ELOs**

27, 29, 32, 37

**Objectives** Student will:

- Examine current legal career opportunities.

**Assessment**

Presentation on legal career of choice.

## BUSINESS PROCEDURES AND TECHNOLOGY

**Business Procedures and Technology**                      **10/12**                      **Y**                      **10 Credits**

### **Description:**

Business Procedures and Technology will help students develop skills, concepts, and applications used in business today to prepare for employment opportunities in today's rapidly changing business environment. Students will use computers and other technology to complete assignments.

**Prerequisite:** Computer Keyboarding. Students must be enrolled in Business Procedures Internship if they plan to work at a part-time job and receive school credit. Students will use their skills and knowledge from the Business Procedures and Technology class on their jobs.

### **Outcome 1**

Understand the factors contributing to a productive workforce in a technologically oriented environment.

#### **Academic ELOs**

2, 3, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37

#### **Objectives** Student will:

- Identify a business environment.
- Practice employability skills (life skills) in the classroom as a business simulation.
- Explore worker traits and skills needed in office careers.
- Manage information to enhance productivity.
- Practice teamwork and interpersonal skills.
- Understand work ethic for a productive work environment.
- Make travel arrangements and plan for business meetings.

#### **Assessment**

Complete a business simulation to create and produce information.

### **Outcome 2**

Understand the benefits, consequences and implications of living and working in a technological world.

#### **Academic ELOs**

2, 3, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37

#### **Objectives** Student will:

- Practice ethical use of technology.

#### **Assessment**

Given assignments, student will analyze the technological issues related to access, privacy and confidentiality.

Teacher observation and student self-evaluation of professional attitudes and responsibility in using technology.

### **Outcome 3**

Understand the operation, application and function of computers and related technology.

#### **Academic ELOs**

2, 3, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37

#### **Objectives** Student will:

- Use appropriate applications such as word processing, spreadsheet, database, communications, desktop publishing, multimedia or presentation software to complete business projects.

#### **Assessment**

Use a computer to access, create, manipulate and analyze information in a business simulation.

### **Outcome 4**

Understand the principles and procedures for transmitting information electronically.

#### **Academic ELOs**

2, 3, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37

#### **Objectives** Student will:

- Understand telephone systems and use effective communication.
- Demonstrate appropriate e-mail use to transmit information.

#### **Assessment**

Use electronic resources to generate and communicate information in a business simulation.

## BUSINESS PROCEDURES AND TECHNOLOGY INTERNSHIP

**Business Procedures and Technology Internship**                      11/12                      Y                      10 Credits

### **Description:**

Prepare for employment through classroom instruction and supervised related on-the-job training in a local business. The school coordinates both experiences. Students who perform satisfactorily receive school credit and are paid an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own. The business skills students need to use on the job can include customer service, cashiering, computer-related skills, accounting, record keeping, filing, photocopying, or other related business skills.

**Prerequisite:** The student must be enrolled in Business Procedures and Technology class. If students have taken this course previously, they may enroll in any business course with permission of the Business Procedures Internship instructor.

### **Outcome 1**

Students will apply skills and knowledge learned in Business Procedures and Technology class in a part-time job experience.

### **Academic ELOs**

2, 3, 16, 17, 18, 19, 20

### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37

### **Objectives** Student will:

- Practice good work habits.
- Practice good human relations and interpersonal skills.
- Practice good communication skills.
- Use technology as assigned by employer.

### **Assessment**

Teacher and employer evaluation on student work performance.

## COMPUTER KEYBOARDING

Computer Keyboarding

9/12

S

5 Credits

### **Description:**

Reduce the amount of time it takes to key your papers on the computer! You will learn to format letters, papers and reports while developing speed and accuracy. This course will provide the keyboarding skills students need for personal use, as well as introduce them to keyboarding for the workplace. Students will be introduced to graphics integration and e-mail protocol.

**Prerequisite:** None

### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Resolve basic software/hardware problems that occur while working with different input technologies.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Review and improve ability to type alpha and numeric text by touch.
- Apply basic voice input commands to create business documents.
- Input information using handwriting recognition.

#### **Assessment**

Document production with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Identify new input technologies and how they relate to a healthy, productive workplace.

#### **Assessment**

Presentation.

### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information technology and understand consequences of misuse.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply ethical decision-making when using computers.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Correct errors/edit typed copy in files.
- Apply analytical writing traits to assignments.
- Format business letters, memorandums, envelopes, reports, tables and other documents.
- Use keyboarding software to improve speed and accuracy.

#### **Assessment**

Simulation document production.

**Outcome 6**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

**Academic ELOs**

2, 18, 19, 20

**Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Determine which input technology is best suited to accomplish a particular project.

**Assessment**

Simulation document production.

## COMPUTER TECHNOLOGY APPLICATIONS

Computer Technology Applications

9/12

S

5 Credits

### **Description:**

Are you interested in computers? Students will use critical thinking and problem-solving skills as they complete projects using a variety of computer software. Students will scan and import graphics, use the Internet, develop web pages, use e-mail systems, understand computer ethics, explore input technologies and learn desktop publishing fundamentals. Keyboarding skills are recommended.

**Prerequisite:** None

### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Manage files and use Windows tools effectively and efficiently.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Apply ergonomics and appropriate health practices
- Efficiently and effectively use word processing, spreadsheet, database and presentation software.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Explore careers in technology fields.
- Understand and demonstrate emerging technologies as they apply to Computer Technology Applications curriculum.

#### **Assessment**

Simulation.

### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information technology and understand consequences of misuse.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Recall and practice ethical behaviors.

#### **Assessment**

Teacher observation

### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Create, edit and format a variety of word processing documents.
- Create, modify, and format a spreadsheet; analyze spreadsheet data; compose formulas to solve specific problems.
- Audit; use conditional formatting and goal setting tools on spreadsheets.
- Create, edit and format a professional appearing slide show with presentation software. Apply organizational strategies and design principles to slides.
- Create, edit, sort and search a customized database; manipulate fields, records and reports.

#### **Assessment**

Simulation document production.

### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply professional design principles for word processing documents and presentation projects.
- Practice presentation skills.

#### **Assessment**

Simulation document production.

### **Outcome 7**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Identify the correct software to accomplish a particular task.

#### **Assessment**

Simulation to make decisions about tools and ways to solve a given problem.

### **Outcome 8**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Efficiently search the Internet to find specific information.
- Critique and identify valid web sources.

#### **Assessment**

Case situation.

## ADVANCED COMPUTER TECHNOLOGY APPLICATIONS

**Advanced Computer Technology Applications**

**9/12**

**S**

**5 Credits**

### **Description:**

Would you like to use your computer skills to get a job? This course gives students experience in integrating computer projects using word processing, spreadsheet, database, presentation, and publisher software, which might be encountered in a high tech company. Students will also get experience in multi-media projects using movie software. They will also gain web development experience using web software with graphics and animation capabilities. The emphasis is advanced integrated use of software leading to employment. Students will build a portfolio while developing electronic projects for class. School or community computer projects may also be provided to the Advanced Computer Technology Applications students. This course does not require a computer language/programming background.

**Prerequisite:** Computer Technology Applications

### **Outcome 1**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Apply previously learned techniques to troubleshoot hardware/software problems.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 2**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Use various input devices, including hardware/software, efficiently and effectively.

#### **Assessment**

Teacher observation with rubric.

### **Outcome 3**

Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Identify the impact of new technologies in their personal and business world.

#### **Assessment**

Present ways technology is used in the world.

### **Outcome 4**

Recognize and practice legal and ethical behaviors when using information technology and understand consequences of misuse.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply ethical decision-making in all situations.
- Demonstrate professional behavior when using all technology equipment.

#### **Assessment**

Simulation project.

### **Outcome 5**

Use general purpose and content-specific software and peripherals to support productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Enhance word processing, spreadsheet, presentation and database software skills.
- Use publishing software to create documents.
- Develop a web page using current web software.
- Develop a multimedia project.
- Integrate software programs.

#### **Assessment**

Simulation project.

### **Outcome 6**

Apply technology tools for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Use advanced technology tools for presentation.
  - Multimedia authoring, presentation software, web tools, digital cameras, scanners

#### **Assessment**

Simulation project.

### **Outcome 7**

Use telecommunication and online resources to investigate and solve curriculum related problems, issues, and information to develop solutions or products for audiences inside and outside the classroom.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Use online resources to investigate and research information in the development of projects.
- Understand the importance of safety in a web environment. Apply web safety practices.

#### **Assessment**

Simulation project.

### **Outcome 8**

Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.

#### **Academic ELOs**

2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

#### **Objectives** Student will:

- Apply critical thinking skills in the selection of appropriate technology resources.

#### **Assessment**

Simulation to make decisions about technology tools and ways to solve problems.

**Outcome 9**

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

**Academic ELOs**

2, 18, 19, 20

**Life Skill ELOs**

25, 26, 27, 28, 26, 30, 31, 32, 33

**Objectives** Student will:

- Identify biased and/or false and misleading information in a website.

**Assessment**

Simulation project.

## FASHION MARKETING

Fashion Marketing

11/12

Y

10 Credits

### **Description:**

What's hot in fashion? Learn how marketing influences what you wear. Explore the wide range of careers in the apparel industry. Emphasis will be on applying basic marketing: pricing, promotion, location analysis, and product development to the fashion market place. Students will study current fashion trends, designers, buying, fashion shows, and apparel management strategies. Students may participate in DECA, a marketing club that emphasizes leadership, civic activities, career simulation competition, and social activities.

**Prerequisite:** None

### **Outcome 1**

Interpret the economic principles that form the basis of marketing and business activities.

#### **Academic ELOs**

2, 11, 12, 13, 15

#### **Life Skill ELOs**

27, 31

**Objectives** Student will:

- Evaluate the major components of the free enterprise system.
- Assess the roles of the government and consumer in the free enterprise system.
- Analyze how the free enterprise system answers the three basic economic questions.
- Examine the various economic indicators in the free enterprise system.
- Apply technical reading strategies for information as it relates to fashion marketing.

#### **Assessment**

Create a fashion budget from the personal portfolio.

### **Outcome 2**

Examine the skills of career development management that are critical to success in many fashion occupations in a diverse society.

#### **Academic ELOs**

1, 2, 3, 16, 17, 19

#### **Life Skill ELOs**

25, 26, 27, 29, 30, 31, 32, 33, 35, 36

**Objectives** Student will:

- Compose a personal resume related to a fashion career.
- Evaluate personal attributes and use that evaluation to present oneself in a positive manner.
- Research various fashion careers.

#### **Assessment**

Individual resume.

### **Outcome 3**

Analyze basic skills and understanding of the fashion marketing concept and the business environment in which it is implemented.

#### **Academic ELOs**

1, 2, 3, 4, 7, 8, 14, 15, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 29, 30, 31, 32, 33, 35, 36

#### **Objectives** Student will:

- Research current fashions and evaluate according to personal characteristics.
- Create a buying plan incorporating knowledge of purchasing for resale and pricing policies.
- Recommend a distribution process for a fashion product.
- Create a promotional campaign for apparel or accessories.
- Evaluate the sales and sales support structure of a retail establishment.

#### **Assessment**

Sales presentation.

Promotional campaign.

Fashion notebook.

Store location analysis.

Buying and pricing project

### **Outcome 4**

Integrate technology to process fashion marketing activities and answer fashion marketing questions.

#### **Academic ELOs**

1, 2, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 29, 30, 32

#### **Objectives** Student will:

- Operate computer hardware and software components to create fashion projects.
- Research fashion designers utilizing technology which includes Internet search strategies.

#### **Assessment**

Fashion designer report.

Buying and pricing project

### **Outcome 5**

Examine the integral functions of apparel.

### **Academic ELOs**

1, 2, 4, 7, 8, 12, 14, 15, 17, 18, 19, 20

### **Life Skill ELOs**

25, 26, 27, 29, 30, 31, 32, 33

### **Objectives** Student will:

- Classify various fabrics according to fiber type and product care.
- Evaluate apparel and accessories according to their personal fashion image.
- Evaluate fashion styles from a historical perspective.

### **Assessment**

Fashion portfolio.

## INTERNATIONAL BUSINESS

**International Business**

**S 5 Credits**

### **Description:**

Are you interested in knowing how businesses succeed worldwide? Do you want to prepare yourself for an international career? Learn how businesses meet the challenges of culture, political and business differences. International economies, financing, social/cultural differences and career opportunities will be explored.

**Prerequisite:** None

### **Outcome 1**

Understand the different economic systems in a global society.

#### **Academic ELOs**

1, 3, 11, 12, 13, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 32, 34, 35, 36, 37

**Objectives** Student will:

- Apply technical reading strategies.
- Evaluate the economic potential of a country to improve its quality of life through international trade.
- Apply the decision-making process and opportunity cost as it relates to comparative and absolute advantages.
- Compare different economic systems and their effect on literacy level, technology, and natural resources.
- Examine the role of international business at local, regional and national levels.

#### **Assessment**

Complete a world game simulation.

### **Outcome 2**

Describe the social and cultural factors that shape and impact the international business environment.

#### **Academic ELOs**

1, 3, 11, 12, 13, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37

**Objectives** Student will:

- Identify ethnocentrism, stereotyping and cultural bias.
- Differentiate between multicultural and single cultural societies.
- Compare social roles of sub populations and cultural differences.
- Examine social and cultural factors and environments affecting international business.
- Assess business protocol for various countries including gift giving and nonverbal communication.

#### **Assessment**

Describe cultural and social differences and how they affect business protocol in the world game simulation.

### **Outcome 3**

Describe political and ethical factors that shape and impact the international business environment.

#### **Academic ELOs**

1, 3, 11, 12, 13, 16, 17, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37

#### **Objectives** Student will:

- Compare various government structures.
- Analyze the impact of political environments on international business.
- Differentiate between intellectual properties.
- Assess ethical, political and social responsibility as it relates to international business.

#### **Assessment**

Apply knowledge of political, legal and ethical principles and concepts that affect the international business environment in the world game simulation.

### **Outcome 4**

Understand the principles and concepts of international trade as it impacts business transactions worldwide.

#### **Academic ELOs**

1, 2, 11, 12, 16, 17,

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 34, 35, 36, 37

#### **Objectives** Student will:

- Compare balance of trade and balance of payments.
- Assess trade barriers.
- Examine trade agreements and their impact on international trade.
- Analyze main transportation and methods used for international business activities.

#### **Assessment**

Apply knowledge of international trade to a business transaction.

### **Outcome 5**

Understand the principle of international finance and how they affect international transactions.

#### **Academic ELOs**

1, 2, 11, 12, 16, 17, 18, 19

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 33, 36

#### **Objectives** Student will:

- Calculate exchange rates.
- Define the attributes of a contract and letter of credit.
- Compare direct and indirect payment methods.
- Assess risk as it relates to international business.

#### **Assessment**

Apply knowledge of international finance to a business transaction.

**Outcome 6**

Understand how to prepare for a career in international business.

**Academic ELOs**

2, 3, 12, 13, 16, 17, 18, 19

**Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37

**Objectives** Student will:

- Identify the steps involved in career planning.
- Explain how to gain international experience.
- Examine how to network with international professionals.

**Assessment**

Select an international job and identify the necessary education and experience for that position.

## MARKETING I

**Marketing I**

11/12

Y

10 Credits

### **Description:**

Eighty percent of all jobs require marketing related skills. Learn how a product/service moves from ideas to you as a customer. Students will explore the basic functions of marketing: economics, pricing, promotion, product planning and place. This course is recommended for all students who plan to study business administration in college, future entrepreneurs, and those wishing to explore marketing careers. Students have the opportunity to participate in DECA, a marketing club, which emphasizes leadership, civic activities, career simulation competition and social activities.

**Prerequisite:** None

### **Outcome 1**

Interpret the economic principles that form the basis of marketing and business activities.

#### **Academic ELOs**

2, 11, 12, 13, 15

#### **Life Skill ELOs**

27, 31

**Objectives** Student will:

- Evaluate the major components of the free enterprise system.
- Assess the roles of the government and consumer in the free enterprise system.
- Analyze how the free enterprise system answers the three basic economic questions.
- Examine the economic indicators in the free enterprise system.
- Apply technical reading strategies.

#### **Assessment**

Demonstrate an understanding of distribution and economic principles by participating in a free enterprise system simulation. Interpret and evaluate the decisions made in the simulation related to economic principles.

### **Outcome 2**

Examine pricing and product-planning strategies used in the business environment in which it is implemented.

#### **Academic ELOs**

1, 2, 4, 7, 8

#### **Life Skill ELOs**

27, 31, 32

**Objectives** Student will:

- Appraise the various market factors affecting price planning.
- Calculate overall price using the basic pricing formulas.
- Examine the nature and scope of product planning.

#### **Assessment**

Pricing: Written evaluations incorporating pricing calculations.

Product-Planning: Propose a new or modified product to market to consumers incorporating product-planning/branding principles in a small group application.

### **Outcome 3**

Analyze the various components of the promotional mix.

#### **Academic ELOs**

1, 2, 3

#### **Life Skill ELOs**

31, 32

**Objectives** Student will:

- Analyze the role of promotion in marketing.
- Compare and contrast advantages and disadvantages of various types of media.
- Evaluate the exterior and interior features of a store.
- Integrate the eight steps of the selling process into a sales presentation.

#### **Assessment**

Promotion: Apply promotional concepts by designing a promotional campaign.

Place: Analyze and evaluate the components of a store.

Sales: Conduct a sales presentation.

## MARKETING II

Marketing II

11/12

Y

10 Credits

### **Description:**

Marketing II students apply principles of marketing in a variety of activities. Students will develop a market research analysis of a local business and promotional or business start-up plans. This course will include career guidance and study for preparation for a career in business. Students will be able to take part in DECA, a marketing club, which emphasizes leadership, civic activities, career simulation competition and social activities.

**Prerequisite:** Marketing I or Fashion Marketing

### **Outcome 1**

Apply marketing fundamentals (market analysis, marketing mix, and financial analysis) to develop a business plan.

#### **Academic ELOs**

1, 2, 4, 7, 14, 15, 17, 18, 19, 20

#### **Life Skill ELOs**

27, 31, 32

**Objectives** Student will:

- Analyze a business plan for a small business.
- Incorporate the basic fundamentals of marketing into a business plan.
- Examine forms of entrepreneurship and success/failure examples.
- Apply the skills of human resource management that are critical to success in operating a small business.

#### **Assessment**

Develop a business plan for a small business or a franchise.

### **Outcome 2**

Develop marketing strategies based upon market research analysis.

#### **Academic ELOs**

1, 2, 3, 7

#### **Life Skill ELOs**

27, 28, 31, 32

**Objectives** Student will:

- Create, conduct and evaluate a marketing research study.

#### **Assessment**

Market research project.

### **Outcome 3**

Analyze past and present practice and use to develop marketing strategies based upon marketing research analysis.

### **Academic ELOs**

1, 2, 3, 7

### **Life Skill ELOs**

27, 28, 31, 32

**Objectives** Student will:

- Apply strategies for market research.
- Identify qualities of business success/failure.
- Understand promotion and evaluation of goods and services.
- Explain consumer protection practices that apply to marketing.
- Use marketing strategies.

### **Assessment**

Market research project.



## PERSONAL FINANCE

Personal Finance

9/12

S

5 Credits

### **Description:**

Learn how to make good money decisions and become financially independent. Learn to save, invest and spend money to earn and maintain a good standard of living. Students will gain knowledge of good economic decision-making through the study of economics, consumerism, banking, saving and investments, credit, taxes and risk management (insurance).

**Prerequisite:** None

### **Outcome 1**

Gain a foundation in the principles and concepts of economics that affect the free market and workplace. These concepts will be applied in Outcome 2.

#### **Academic ELOs**

1, 3, 4, 7, 8, 11, 12, 13, 16, 18, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 32, 33, 35, 36, 37

**Objectives** Student will:

- Interpret economic measures.
- Explore economic systems.
- Understand international economics.
- Analyze and describe concepts of macroeconomics/microeconomics.
- Analyze the economic roles of government.
- Understand and apply social responsibilities and business ethics.

#### **Assessment**

Objective test and simulation.

### **Outcome 2**

Apply financial principles to personal and business decisions.

#### **Academic ELOs**

1, 3, 4, 7, 8, 14, 15, 18, 19, 20

#### **Life Skill ELOs**

25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37

**Objectives** Student will:

- Evaluate services provided by financial institutions.
- Analyze factors that affect the choice of credit, the cost of credit and the legal aspects of using credit.
- Identify various career opportunities and analyze factors that affect income.
- Apply the decision-making process related to roles of citizens, workers, and consumers.
- Develop and evaluate a spending/savings plan.
- Understand various taxes and how they apply to individuals
- Apply the decision-making model to maximize consumer satisfaction when buying goods, and services.
- Analyze choices available to consumers for protection against risk and financial loss.

**Assessment**

Objective test and simulations.

**Outcome 3**

Integrate technology to process economic and personal financial activities throughout the course.

**Academic ELOs**

1, 3, 4, 7, 8, 14, 15, 18, 19, 20

**Life Skill ELOs**

25, 26, 27, 28, 29, 30, 32, 33, 36, 37

**Objectives** Student will:

- Utilize a variety of software for money management activities.
- Access information through the use of the internet.
- Utilize technology to convey information.

**Assessment**

Simulation to achieve Outcomes 1 & 2.