



*Prepares Students for College and Careers*

## ▲ **Business 101**

### **COURSE CODES:**

▲ **ROP 62044**    ▲ **WUHSD 8094**    ▲ **ERUSD 0000**    ▲ **State (CALPADS)7421**

**Course Leads to:** Post-Secondary Education

**Industry Sector:** Business and Finance

**Career Pathway:** Financial Services

**Classroom Hours:** 45

**Course Level:** Concentrator

**Work Based Learning:** None

### **Approved Textbook/Curriculum:**

<b>POST-SECONDARY EDUCATION</b>	<b>INDUSTRY CERTIFICATIONS</b>	<b>EMPLOYMENT</b>
Articulation with College            No Dual Enrollment with College        No UC Approved a-g elective credit      No	None	25-1011.00 Business Teachers, Postsecondary 15-1121.00 Computer Systems Analysts 43-2011.00 Switchboard Operators
<b>POST-SECONDARY MAJORS</b>	<b>NEXT STEPS</b>	
Business Management Business & Finance	Post-Secondary Education	

**Prerequisites:** None

### **Course Description:**

This course explores the foundations of business and consumer decision making in a dynamic economy. Units of study will include organizing a business, understanding economic principles, recognizing the informed consumer and exploring business careers. This course will incorporate technology for research as well as applying authentic and relevant business skills in real world applications.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

## **COURSE OUTLINE**

### **I. ORIENTATION**

- A. Introduce course and facilities, teacher shares career story
- B. Discuss syllabus and major objectives, student outcomes
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test

### **II. COMMUNICATION SKILLS**

- A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite
- B. Read and interpret written information and directions
- C. Practice various forms of written communication appropriate to the occupation
- D. Practice positive body language skills
- E. Demonstrate active listening skills including techniques for checking for understanding and for obtaining clarification of directions
- F. Demonstrate effective note taking skills

### **III. INTERPERSONAL SKILLS**

- A. Demonstrate positive teamwork skills by contributing to a group effort
- B. Actively participate in classroom activities
- C. Identify and practice effective problem-solving techniques
- D. Demonstrate appropriate attendance and punctuality practices for the classroom and future employment
- E. Demonstrate the use of time management skills including balance between school, work and family
- F. Identify different personality types and strategies for working effectively with each type
- G. Understand work ethic and how it affects future successes
- H. Demonstrate and understand proper study skills
- I. Demonstrate flexibility and adaptability in working with others
- J. Review employee compatibility screening, drug screening, and background checks

### **IV. CAREER PLANNING**

- A. Introduce all 15 California Industry Sectors
- B. Complete 2 self-assessments designed to identify skills, aptitudes, and possible career paths
- C. Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- D. Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- E. Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- F. Integrate changing employment trends, societal needs, and economic conditions into career planning.
- G. Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- H. Recognize the importance of small business in the California and global economies.
- I. Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- J. Develop a career plan that reflects career interests, pathways, and postsecondary options.
- K. Develop SMART Goals to include college and career plan
- L. Create a career portfolio with sections that include: resume, reference letters, cover letters, work evaluations, etc.

## **COURSE OUTLINE**

### **V. CAREER PREPARATION SKILLS**

- A. Research resources containing job listings/openings
- B. Complete an error-free application and an online application
- C. Prepare an error-free resumé in proper format using MS Word
- D. Prepare an error-free cover letter in proper format using MS Word
- E. Start a networking journal, minimally 10 entries
- F. Complete an online application packet
- G. Obtain five professional references and collect five letters of recommendation

### **VI. INTERVIEWING SKILLS**

- A. Identify steps for preparing for an interview
- B. Identify appropriate dress and grooming for interviews and the workplace
- C. Practice answering commonly asked interview questions with thorough and concise information
- D. Practice answering interview questions using proper English
- E. Demonstrate professional body language (handshake, posture, eye contact)
- F. Identify appropriate questions to ask at the end of the interview
- G. Write a follow-up thank-you letter
- H. Conduct a professional mock interview and review video

### **VII. POST SECONDARY OPTIONS**

- A. Identify a post-secondary major
- B. Understand current CTE options
- C. Identify post-secondary institutions that provide students' chosen major
- D. Develop a post-secondary plan
- E. Visit a two year and/or four-year college

### **VIII. THE ECONOMY**

- A. Analyze how individual needs and wants impact our choices
- B. Assess the relationship between economic resources and scarcity.
- C. Explain the law of supply and demand.
- D. Explore how the different economic roles affect the nation.
- E. Identify the components of our market economy.
- F. Compare and contrast various global economies.
- G. Explain how economic resources are vital to economies.
- H. Analyze the importance of economic relations among nations.

### **IX. THE WORLD OF BUSINESS**

- A. Analyze the role of businesses in the U.S. economy.
- B. Compare and contrast the types of business ownership.
- C. Understand different business structures.
- D. Identify businesses in our community.
- E. Evaluate the day-to-day activities of a business and their effects on profit.

### **X. UNDERSTANDING THE CONSUMER**

- A. Identify and compare government consumer information organizations.
- B. Identify the effects of economic conditions on buying decisions.
- C. Explore consumer rights and responsibilities.
- D. Apply the code of ethics to various issues confronted by businesses.

## ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

INDUSTRY SECTOR: Across all Sectors

### ESSENTIAL PATHWAY STANDARD – A1.0

#### KEY ASSIGNMENT

Students will participate in mock interviews with peers and/or outside industry representatives, demonstrating professional dress and communication, and presenting error-free applications and resumes.

### ESSENTIAL PATHWAY STANDARD - A2.0

#### KEY ASSIGNMENT

Students will research a career and interview at least one business and industry person in that field and then make a presentation to the class about what they learned.

### ESSENTIAL PATHWAY STANDARD – A3.0

#### KEY ASSIGNMENT

Students will complete a formal assessment and surveys to help them establish their career interests

### ESSENTIAL PATHWAY STANDARD – A4.0

#### KEY ASSIGNMENT

The student will analyze the effect of personal interest and aptitudes upon college and career planning

### ESSENTIAL PATHWAY STANDARDS – A5.0

#### KEY ASSIGNMENT

In groups students will be responsible for creating a presentation on one industry sector. Explain personality characteristics, current trends and job outlooks of that sector and identify careers under each pathway (Class will cover all 15 sectors).

### ESSENTIAL PATHWAY STANDARDS – A6.0

#### KEY ASSIGNMENT

Students will create a personal college and career portfolio

### ESSENTIAL PATHWAY STANDARDS – A7.0

#### KEY ASSIGNMENT

FINAL EXAM – Students will present their college and career plan to a panel

## STANDARDS FOR CAREER READY PRACTICE

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
- 6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
- 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
- 8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
- 9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
- 10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
- 11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
- 12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

### **1: Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

### **2: Communications Language Standard**

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

### **3: Career Planning and Management Speaking and Listening Standard**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

### **4: Technology Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

### **5: Problem Solving and Critical Thinking Writing Standard**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

### **6: Health and Safety Reading Standards for Science and Technical Subjects**

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

### **7: Responsibility and Flexibility Speaking and Listening Standard**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

### **8: Ethics and Legal Responsibilities Speaking and Listening Standard**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

### **9: Leadership and Teamwork Speaking and Listening Standard**

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

### **10: Technical Knowledge and Skills Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

### **11: Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.