

CTE/ROP Business Environments

San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

Course Length: 2 Semesters	Classroom Instruction: 180 Hours
SUHSD Course Number: 412204	Grade Level: 11, 12
SDCOE Course Number: 4122	SDCOE Total Hours: 615 hours
CBEDS Number/Title: 4122/Business Environments	Year of Implementation: 2012
Course Pre-requisites: None	Articulation (school/credits): None
CTE Industry Sector: Business and Finance	CTE Pathway(s): Business & Financial Management
Job Titles: Employment possibilities include Clerk, General Salesperson, General Merchandise, or Merchandise Marker.	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Credential in Business and Finance	
Required Textbooks: None	
<p>Course Description: This course provides entry-level training in the technical and soft-skills needed in any of several business services, entertainment and amusement services, or visitor services environments. Employment possibilities include administrative assistant, sales clerk, customer service representative, accounting clerk and cashier. Instruction covers the following areas: Job acquisition skill, employee/employer rights, business communication, business representations, filing and records management, selling, management function, business practices and computer operators. Students use equipment which includes: computer, LCD projector, Microsoft Office Suite. Approximately 360 hours are needed to complete this course.</p>	

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Semester 1

- Unit 1: Introduction
- Unit 2: Career Awareness
- Unit 3: Employment Preparation Skills
- Unit 4: Selling
- Unit 5: Shrinkage
- Unit 6: Human Resources
- Unit 7: Management Function
- Unit 8: Related to the Industry

Semester 2

- Unit 1: Review Unit 4 - Selling
- Unit 2: Review Unit 5 – Shrinkage
- Unit 3: Review Unit 6 – Human Resources
- Unit 4: Review Unit 7 – Management Function
- Unit 5: Review Unit 8 – Related to the Industry
- Unit 6: Business Practices
- Unit 7: Business Communication
- Unit 8: Filing and Records Management
- Unit 9: Technology Literacy
- Unit 10: Occupational Knowledge and Skills
- Unit 11: Workplace Skills and Behavior
- Unit 12: Job acquisition Skills

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<u>Semester 1 - Unit 1 – Introduction (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>1A - Course introduction and student registration/presentation.</p> <p>1B - Student will gain understanding of the goals and objectives of the course.</p> <p>1C - Student will attain awareness about the training and internships available for this career.</p>	<p><u>Career Technical Education:</u> *FAB/CPM/ 3.0 Students understand how to make effective decisions, use career information, and manage personal career plans: 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p><u>Core Academic:</u> *FAB/C/2.2W/WSA/G11-12/ 2.5 Write job applications and résumés: 2.5b Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p>	<p>1A - 1 hours: Introduction and registration</p> <p>1B - 1 hour: Goals and objectives(ROP ESLRS)</p> <p>1C – 1 hour: Areas of training/Internships</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 2 – Career Awareness (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2A - Demonstrates knowledge of the skills and personality traits required for career.</p> <p>2B - Demonstrates knowledge of career opportunities.</p> <p>2C - Demonstrates knowledge of career path.</p> <p>2D - Understands educational requirements.</p> <p>2E - Demonstrates awareness of advanced career and educational opportunities and the need for continuous education.</p>	<p><u>Career Technical Education:</u> *FAB/CPM/ 3.0 Students understand how to make effective decisions, use career information, and manage personal career plans: 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p><u>Core Academic:</u> *FAB/C/2.1R/RC/G11-12/ 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. *FAB/C/2.2W/WSA/G9-10/ 2.3 Write expository compositions, including analytical essays and research reports: 2.3a Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. 2.5 Write business letters: 2.5a Provide clear and purposeful information and address the intended audience appropriately. 2.5b Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. 2.5c Highlight central ideas or images. 2.5d Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p>	<p>2A – 1 hour: Interest/Skill Analysis</p> <p>2B – 1 hour: Career research/Opportunities in the industry Industry statistics 1. Financial trends 2. Product lines 3. Sales projections 4. Income trends 5. Employment trends 6. Employee benefits</p> <p>2C – 1 hour: Entry Level-Professional Level</p> <p>2D – 1 hour: Employment Preparation 1. Experience 2. Education"</p> <p>2E – 1 hour: Career Requirements</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 – Unit 3 – Employment Preparation Skills (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Creates and word processes a resume.</p> <p>3B - Creates and word processes a cover letter.</p> <p>3C - Completes appropriate job application.</p> <p>3D - Completes job interview.</p> <p>3E - Uses internet for career search.</p> <p>3F - Develops work related goals.</p> <p>3G - Evaluates a job offer.</p> <p>3H - Enumerates employee/employer relations.</p> <p>3I - Implements strategies for job promotion.</p>	<p><u>Career Technical Education:</u> *FAB/CPM/ 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p><u>Core Academic:</u> *FAB/C/2.1R/RC/G9-10/ 2.3 Generate relevant questions about readings on issues that can be researched. 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). *FAB/C/2.2W/WSA/G11-12/ 2.5 Write job applications and résumés: 2.5b Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p>	<p>3A – 1.5 hour: Creates and word processes a resume.</p> <p>3B – 0.5 hours: Creates and word processes a cover letter.</p> <p>3C – 1 hour: Completes appropriate job application.</p> <p>3D – 1 hour: Completes job interview.</p> <p>3E – 1.5 hours: Uses internet for career search.</p> <p>3F – 1 hour: Develops work related goals.</p> <p>3G – 1.5 hours: Evaluates a job offer.</p> <p>3H – 1 hour: Enumerates employee/employer relations.</p> <p>3I – 1 hour: Implements strategies for job promotion.</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 4 – Selling (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>4A - Understands sources for product knowledge.</p> <p>4B - Creates responses to the 6 steps of the sale to include: appropriate approaches, determining needs, product features and benefits, objections, closing, and suggestive selling.</p> <p>4C - Identifies appropriate customer follow up.</p> <p>4D - Completes a sales demonstration.</p> <p>4E - Completes a presentation that summarizes the internship experience.</p> <p>4F - Understands how to make sales returns and credits within the sales system.</p> <p>4G - Understands the impact and reach of e-commerce.</p>	<p><u>Career Technical Education:</u> *FAB/BRSP/ B1.3 Demonstrate basic selling techniques to assist customers in making an informed buying decision.</p> <p><u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>4A – 2 hours: Product knowledge</p> <p>4B – 2.5 hours: Steps to selling</p> <p>4C – 2 hours: Selling demonstration</p> <p>4D – 2 hours: 1. Cash sales 2. Addition, subtraction, multiplication, division 3. Fractions, decimals, and percentages 4. Sales checks 5. Change making 6. Handling checks 7. Balances cash drawer</p> <p>4E – 2 hours: Charge Sales</p> <p>4F – 2.5 hours: Returns/Credits</p> <p>4G – 2 hours: E-Commerce</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 5 – Shrinkage (7 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>5A - Understands causes of shrinkage.</p> <p>5B - Identifies shoplifting methods.</p> <p>5C - Understands shoplifting prevention.</p> <p>5D - Calculates stock overages and shortages.</p> <p>5E - Knows how to report damaged goods.</p> <p>5F - Understands product handling.</p>	<p><u>Career Technical Education:</u> *FAB/TKS/ 10.0 Students understand the essential knowledge and skills common to all pathways in the Finance and Business sector: 10.1 Know cash management techniques, including bank reconciliation and cash controls. 10.2 Understand the role of managerial accounting and the use of planning and control principles to evaluate the performance of an organization. 10.3 Know the agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions. 10.4 Examine and use technological services to achieve objectives and make decisions in accounting and finance. *FAB/RF/ 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. <u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>5A – 1 hour: Causes</p> <p>5B – 1 hour: Shoplifting</p> <p>5C – 1.5 hours: Prevention</p> <p>5D – 1.5 hours: Overages/Shortages</p> <p>5E – 1 hour: Damaged Goods</p> <p>5F – 1 hour: Product Handling</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 6 – Human Resources (25 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6A - Demonstrates effective communication skills.</p> <p>6B - Handles customer complaints.</p> <p>6C - Practices time management skills.</p> <p>6D - Works collaboratively as a member of a diverse team.</p> <p>6E - Demonstrates initiative.</p> <p>6F - Understands business ethics.</p> <p>6G - Applies different types of stress management techniques.</p>	<p><u>Career Technical Education:</u> *HTR/FSHP/ B8.0 Students understand and apply the knowledge and skills essential for effective customer service: B8.3 Know common customer complaints and the service solutions for preventing or resolving complaints *FAB/BRSP/ B2.3 Understand the role of organizational, time-management, and multitasking skills. <u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>6A – 4 hours: Teamwork</p> <p>6B – 2 hours: Ethics</p> <p>6C – 2 hours: Stress management</p> <p>6D – 4 hours: Productivity</p> <p>6E – 2 hours: Human behavior/respecting diversity</p> <p>6F – 8 hours: Employer / Employee Rights 1. Federal acts 2. OSHA 3. Sexual harassment 4. Discrimination 5. Privacy 6. AIDS 7. Drug testing</p> <p>6G – 3 hours: Stress Management Techniques</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 7 – Management Function (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>7A - Understands hiring, firing, and scheduling polices.</p> <p>7B - Understands labor issues, policy and procedures once hired.</p> <p>7C - Understands employee benefits.</p> <p>7D - Calculates employee payroll.</p> <p>7E - Understands sexual harassment laws.</p> <p>7F - Practices safe working procedures.</p> <p>7G - Describes and develops techniques to effectively use resources; time, material space, staff, money.</p> <p>7H - Describes the social and technical organization of a business.</p>	<p><u>Career Technical Education:</u> *FAB/BRSP/ B3.0 Students understand the regulatory compliance of banking and related services: B3.1 Understand the role of the Federal Reserve System in the banking industry. B3.2 Know the procedures necessary to adhere to banking regulations. B3.3 Know internal audit procedures to ensure compliance. B3.4 Understand the review process for bank records in preparation for examination by an external entity. *HTR/HTRP/ C2.0 Students understand the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry: C2.5 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination. <u>Core Academic:</u> *FAB/A/1.2S/IE/G9-12/ 1.a Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 1.d Formulate explanations by using logic and evidence.</p>	<p>7A – 1 hour: Hiring/firing/scheduling</p> <p>7B – 2 hours: Labor Issues</p> <p>7C – 2 hour: Employee Benefits</p> <p>7D – 5 hours: Payroll</p> <p>7E – 1 hour: Sexual harassment</p> <p>7F – 2 hours: Safety in the workplace</p> <p>7G – 1 hour: Resource use and application</p> <p>7H – 1 hour: Business Organization</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 8 – Related to the Industry (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>8A - Examines corporate annual reports to determine product lines, sales projections, income trends, employment trends, and employee benefits.</p> <p>8B - Identifies key elements of management.</p> <p>8C - Understands industry finance.</p> <p>8D - Understands the underlying principles of technology.</p> <p>8E- Identifies labor and regulatory issues.</p> <p>8F - Understands community, health, safety and environmental issues.</p> <p>8G - Explains the impact of e-commerce on business enterprises.</p> <p>8H - Finds, interprets and evaluates data to solve business problems.</p>	<p><u>Career Technical Education:</u> *HTR/HTRP/ C2.0 Students understand the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry: C2.1 Analyze the relationship of management techniques and appropriate business procedures (e.g., spreadsheets for payroll and inventories, tools for budgeting, recordkeeping, correspondence) to important outcomes (e.g., profitability, productivity, positive work environment, consumer and client satisfaction, business growth, business plans). C2.5 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination <u>Core Academic:</u> *ELA/W/G11-12/WS 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	<p>8A – 1.5 hours: Reporting</p> <p>8B – 1 hours: Management</p> <p>8C – 1.5 hours: Industry Finance</p> <p>8D – 1 hour: Technology</p> <p>8E - 3 hours: Labor and regulatory issues.</p> <p>8F – 0.5 hour: Understands community, health, safety and environmental issues.</p> <p>8G – 0.5 hour: E-commerce on business enterprises.</p> <p>8H – 1 hour: Data evaluation and interpretation.</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 - Unit 2 – Review Unit 5 - Shrinkage (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2A – <u>Review</u> - Understands causes of shrinkage.</p> <p>2B - Identifies shoplifting methods.</p> <p>2C - <u>Review</u> - Understands shoplifting prevention.</p> <p>2D - <u>Review</u> - Calculates stock overages and shortages.</p> <p>2E - <u>Review</u> - Knows how to report damaged goods.</p> <p>2F - <u>Review</u> - Understands product handling.</p>	<p><u>Career Technical Education:</u> *FAB/TKS/ 10.0 Students understand the essential knowledge and skills common to all pathways in the Finance and Business sector: 10.1 Know cash management techniques, including bank reconciliation and cash controls. 10.2 Understand the role of managerial accounting and the use of planning and control principles to evaluate the performance of an organization. 10.3 Know the agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions. 10.4 Examine and use technological services to achieve objectives and make decisions in accounting and finance. *FAB/RF/ 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. <u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>2A – F - <u>Review</u> - 1 hour:</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 - Unit 4 – Review Unit 7 Management Function (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>4A - Understands hiring, firing, and scheduling polices.</p> <p>4B - Understands labor issues, policy and procedures once hired.</p> <p>4C - Understands employee benefits.</p> <p>4D - Calculates employee payroll.</p> <p>4E - Understands sexual harassment laws.</p> <p>4F - Practices safe working procedures.</p> <p>4G - Describes and develops techniques to effectively use resources; time, material space, staff, money.</p> <p>4H - Describes the social and technical organization of a business.</p>	<p><u>Career Technical Education:</u> *FAB/BRSP/ B3.0 Students understand the regulatory compliance of banking and related services: B3.1 Understand the role of the Federal Reserve System in the banking industry. B3.2 Know the procedures necessary to adhere to banking regulations. B3.3 Know internal audit procedures to ensure compliance. B3.4 Understand the review process for bank records in preparation for examination by an external entity. *HTR/HTRP/ C2.0 Students understand the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry: C2.5 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination. <u>Core Academic:</u> *FAB/A/1.2S/IE/G9-12/ 1.a Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 1.d Formulate explanations by using logic and evidence.</p>	<p>4A – H – <u>Review</u> 1 hour:</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 - Unit 5 – Review Unit 8 (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>5A - Examines corporate annual reports to determine product lines, sales projections, income trends, employment trends, and employee benefits.</p> <p>5B - Identifies key elements of management.</p> <p>5C - Understands industry finance.</p> <p>5D - Understands the underlying principles of technology.</p> <p>5E- Identifies labor and regulatory issues.</p> <p>5F - Understands community, health, safety and environmental issues.</p> <p>5G - Explains the impact of e-commerce on business enterprises.</p> <p>5H - Finds, interprets and evaluates data to solve business problems.</p> <p style="margin-top: 20px;">:</p>	<p><u>Career Technical Education:</u> *FAB/BRSP B1.0 Students understand the concepts involved in providing customer service in banking and related services: B1.1 Employ technical skills to perform teller functions, data processing functions, new-account functions, and lending functions. B1.2 Understand the nature and demands of professionalism in working relationships with customers and employees. B1.3 Demonstrate basic selling techniques to assist customers in making an informed buying decision. B1.4 Use accounting knowledge to perform bookkeeping functions.</p> <p><u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>5A – 5H – <u>Review</u> 1 hour:</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 6 – Business Practices (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6A - Student Demonstrates proper time management and productivity within time allotted.</p> <p>6B - Student demonstrates knowledge and awareness of office environment and protocol.</p> <p>6C - Demonstrate (show) understanding of ethics and confidentiality.</p> <p>6D - Understands the extent and application of Security and privacy as a business practice.</p> <p>6E - Demonstrates awareness and knowledge of decision making and problem solving techniques.</p>	<p><u>Career Technical Education:</u> *FAB/ELR/ 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p><u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>6A – 2 hours: Time management and productivity</p> <p>6B – 4 hours: Office environment</p> <p>6C – 4 hours: Ethics and social responsibility</p> <p>6D – 4 hours: Security and privacy</p> <p>6E – 6 hours: Decision making/problem solving</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 7 – Business Communication (25 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>7A – Student demonstrates awareness and understands the writing process and protocol as it relates to business communication</p> <p>7B – Student demonstrates awareness and understands the process for oral communication in the business environment.</p> <p>7C - Student demonstrates awareness and knowledge as it relates to active listening in the business environment.</p>	<p><u>Career Technical Education:</u> *FAB/ELR/ 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p><u>Core Academic:</u> *ELA/LS/G11-12/ 1.8 Use effective and interesting language, including: 1.8c Technical language for specificity</p>	<p>7A – 10 hours: Writing 1. Grammar, spelling, punctuation 2. Vocabulary 3. Technical 4. Mail 5. Telephone message taking and distribution</p> <p>7B – 10 hours: Oral 1. Appropriate language 2. Presentations 3. Telephone Etiquette</p> <p>7C – 5 hours: Active listening 1. Conflict resolution 2. Customer complaints</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 8 – Filing and Records management (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>8A- D - Student understands the process of filing and record management as it pertains to office environment.</p>	<p><u>Career Technical Education:</u> *HTR/HTRP/ C2.0 Students understand the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry: C2.1 Analyze the relationship of management techniques and appropriate business procedures (e.g., spreadsheets for payroll and inventories, tools for budgeting, recordkeeping, correspondence) to important outcomes (e.g., profitability, productivity, positive work environment, consumer and client satisfaction, business growth, business plans). C2.5 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination <u>Core Academic:</u> *ELA/W/G11-12/WS 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	<p>8A – 5 hours: Indexing</p> <p>8B – 3 hours: Alphabetic, numeric and subject</p> <p>8C – 4 hours: Archive systems</p> <p>8D – 3 hours: Retrieval systems</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 9 – Technology Literacy (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>9A - Students demonstrate knowledge and proper use of technology including equipment, database management and tool selection in the workplace.</p> <p>9B - Students demonstrate knowledge and proper use workplace technology</p> <p>9C - Students demonstrate knowledge and proper use database management</p>	<p><u>Career Technical Education:</u> *FAB/T/ 4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments: 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. <u>Core Academic:</u> *FAB/TKS/ 10.0 Students understand the essential knowledge and skills common to all pathways in the Finance and Business sector: 10.1 Know cash management techniques, including bank reconciliation and cash controls. 10.2 Understand the role of managerial accounting and the use of planning and control principles to evaluate the performance of an organization. 10.3 Know the agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions. 10.4 Examine and use technological services to achieve objectives and make decisions in accounting and finance.</p>	<p>9A – 4 hours: Equipment and tools selection</p> <p>9B – 3 hours: Workplace technology</p> <p>9C – 8 hours: Database Management</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 10 – Occupational Knowledge and Skills (Ongoing)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>10A - Accesses and utilizes technology and information.</p> <p>10B - Practices occupational safety standards.</p> <p>10C - Thinks critically and solving problems effectively.</p> <p>10D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p>10E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p>10F - Applies knowledge to real world problems and situations.</p>	<p><u>Career Technical Education:</u> *FAB/T/ 4.0 Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments: 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. *FAB/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.</p> <p><u>Core Academic:</u> *FAB/A/1.2S/IE/G9-12/ 1.a Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. 1.d Formulate explanations by using logic and evidence.</p>	<p>10A – Ongoing: Accesses and utilizes technology and information.</p> <p>10B – Ongoing: Practices occupational safety standards.</p> <p>10C – Ongoing: Thinks critically and solving problems effectively.</p> <p>10D – Ongoing: Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p>10E – Ongoing: Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p>10F – Ongoing: Applies knowledge to real world problems and situations</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 11 – Workplace Skills and Behavior (Ongoing)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>11A - Works independently and collaboratively.</p> <p>11B - Communicates effectively and appropriately.</p> <p>11C - Performs reliably and responsibly.</p> <p>11D - Works with diverse populations effectively and respectfully.</p> <p>11E - Is punctual.</p> <p>11F - Follows directions.</p> <p>11G - Works well with minimum supervision.</p> <p>11H - Is cooperative.</p> <p>11I - Takes initiative by working beyond minimum requirements.</p> <p>11J - Meets job standards of neatness and grooming.</p> <p>11K - Responds appropriately to constructive criticism.</p>	<p><u>Career Technical Education:</u> *FAB/RF/ 7.0 Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings: 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community. <u>Core Academic:</u> *FAB/C/2.3WO/ELC/G11-12/ 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>	<p>11A – Ongoing: Works independently and collaboratively.</p> <p>11B – Ongoing: Communicates effectively and appropriately.</p> <p>11C – Ongoing: Performs reliably and responsibly.</p> <p>11D – Ongoing: Works with diverse populations effectively and respectfully.</p> <p>11E – Ongoing: Is punctual.</p> <p>11F – Ongoing: Follows directions.</p> <p>11G – Ongoing: Works well with minimum supervision.</p> <p>11H – Ongoing: Is cooperative.</p> <p>11I – Ongoing: Takes initiative by working beyond minimum requirements.</p> <p>11J – Ongoing: Meets job standards of neatness and grooming.</p> <p>11K – Ongoing: Responds appropriately to constructive criticism.</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

