

**BUSINESS EDUCATION  
VAN BURE COMMUNITY SCHOOLS**

**Developed by: Mary Sederburg**

**Summer 2008**

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## Table of Contents

|  |       |
|--|-------|
| Acknowledgement .....                                    | 1     |
| Forward.....   | 2     |
| Educational Philosophy .....                             | 3     |
| Educational Equity Policy.....                           | 4-5   |
| Career Education.....                                    | 6     |
| Multicultural and Gender Fair Education Opportunity..... | 7     |
| Program for Students At-Risk.....                        | 8     |
| Special Education and Integration .....                  | 9-10  |
| Iowa Law .....   | 11-14 |
| 21 <sup>st</sup> Century Skills.....                     | 15-17 |
| Business Education Statement of Philosophy.....          | 18    |
| Business Standards and Benchmarks.....                   | 19    |
| Business Education Scope and Sequence .....              | 20    |
| Business Law Course Outline.....                         | 21    |
| Business Law Unit Plans .....                            | 22-34 |
| Accounting I Course Outline .....                        | 35    |
| Accounting I Unit Plans.....                             | 36-52 |
| Keyboarding (Explore) Standards and Benchmarks.....      | 53    |
| Keyboarding (Explore) Course Outline .....               | 54    |
| Keyboarding (Explore) Unit Plans.....                    | 55-57 |

## **Acknowledgement**

This curriculum guide should assist teachers in determining the expected concepts and performance levels in each of the various courses. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and mastery of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2008, because of the dedication and consistent efforts of Mary Sederburg. We are grateful to her, and support and compliment her fine efforts.

## **Forward**

The purpose of this guide is to assist teachers in the organization and instruction of Business Education classes in the Van Buren School District.

This guide provides direction for teachers of grades seven through twelve and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested scope and sequence of lesson content to ensure systematic and comprehensive instruction of concepts and skills.

This guide, prepared by Mary Sederburg, for use by classroom teachers, provides a scope and sequence for instruction, which reflects a sense of wonder and appreciation for the gifts within and around us.

## EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990  
Date Reviewed: March 9, 2005  
Date Revised: November 8, 1995

## EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, color, religion, marital status, socioeconomic status, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities included comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:  
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3333, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Coordinator. Inquiries concerning a grievance procedure should be addressed to either coordinator.

*Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:*

*Student Handbooks  
Local Newspapers  
Application Forms  
Program Brochures & Publications*

*School Newsletters  
Employee (Staff) Handbooks  
Registration Handbook*

*Teacher Handbooks  
Employment*

*Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.*

*Legal Reference:*

*20 U.S.C 1221 et seq. (1994)  
20 U.S.C 1681 et seq. (1994)  
20 U.S.C. 1701 et seq. (1994)  
29 U.S.C. 794 (1994)  
42 U.S.C. 12101 et seq. (1994)  
34 C.F.R. Pt. 100 (1999)  
34 C.F.R. Pt. 104 (1999)  
Iowa Code 216.9; 256.11, .11A; 280.3 (2001)  
281 I.A.C. 12*

*Cross Reference:*

*100.2 District Educational Equity Policy  
516 Students Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

## CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be infused into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the curriculum development committee assist certified personnel in finding ways to provide career education in most courses. The board, in its review of the curriculum, shall review the means in which career education is combined with other instruction programs.

*Legal Reference: Iowa Code Sections 256.11, 280.9 (1989); 670 Iowa Admin. Code 3.5(9); 281 Iowa Admin Code 12.5(7) (new standards).*

*Cross Reference: Curriculum Study*

Date of adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: \_\_\_\_\_



## MULTICULTURAL AND GENDER FAIR EDUCATION OPPORTUNITY

Enrolled children in the school district community shall have an equal opportunity for a quality public education without discrimination regardless of their race, color, sex, marital status, national origin, religion, socioeconomic status or disability.

The education program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of, respect and appreciation for the historical and contemporary contributions of diverse cultural groups as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with equal education opportunity shall be directed to the High School Principal by writing to Central Administrative Office, Title IX Compliance Officer, 503 Henry Street, Keosauqua, Iowa 52565, or telephoning at 319-293-3334.

Date of Adoption: February 8, 1989

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

PROGRAM FOR STUDENTS AT RISK

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board shall provide a program to encourage and provide an opportunity for students at risk to achieve their potential and obtain their high school diploma.

It shall be the responsibility of the superintendent or his designee to develop a program for students at risk.

It shall also be the responsibility of the superintendent or his designee to develop administrative regulations for identifying students, for program evaluation and for the training of school district personnel.

*Legal Reference: Iowa Code Sections 256.9, 261C, 262.71, 280.19, 442.51-.54 (1989); 670 Iowa Admin. Code 3.5(9); 281 Iowa Admin. Code 12.5(13) (new standards).*

Date of Adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: \_\_\_\_\_

## SPECIAL EDUCATION AND INTEGRATION

### 1. Special Education

The board recognizes special education laws change from year to year. All special education students will be identified and placed according to state and federal laws and will be maintained in the least restrictive environment. The board shall provide a free appropriate education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education shall attend general education classes, participate in nonacademic and extra curricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs to each individual student. The appropriate education for each student shall provide an appropriate education for a child in need of special education but the board is not required to provide the best possible option nor to maximize the potential of the child commensurate with the opportunity provided to nondisabled children.

Special education students shall be required to meet the requirements stated in board policy "Graduation Requirements" for graduation, or the requirements stated in their individual education plans.

It shall be the responsibility of the superintendent or his designee and the area education agency director of special education to administer the special education program. While the board secretary shall be custodian of school records, the building principal shall be responsible for maintaining the records of the children in need of special education. These records may be viewed by authorized school personnel and in accordance with the requirements of board policy, "Student Records Access."

Special education students shall be required to meet the requirements stated in board policy or in their IEP's for graduation. It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

### 2. Integration

All education programs, including those of the moderately and severely handicapped, will be integrated to the least restrictive environment. The integration shall assure that the educational program include the physical, functional, social and societal aspects of development. Such integration shall also include minority populations regardless of the race, creed, color, gender, marital status, national origin, ability or disability.

### 3. Provision of Special Education

In keeping with education's commitment to provide a seamless system of special education services for children from birth through twenty-one years of age, children from birth through two years of age, and children three through five years of age shall be provided

comprehensive special education services within the public education system. The district shall work in conjunction with the Are Education Agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age two, and to ensure for eligible children a smooth transition from early childhood special education provided through an individualized family service plan (IFSP) to early childhood special education services provided through an individualized education program (IEP).

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).  
Springdale School District #50 v. Grace, 693 F. 2d 41 (8<sup>th</sup> Cir. 1982)  
Southeast Warren Comm. School District v. Dept. of Public Instruction,  
258 N.W. 2d 173 (Iowa 1979)  
20 U.S.C. §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8

Date of Adoption: August 13, 1986

Date of Review: February 21, 2001

Date of Revision: March 14, 2001

## General Accreditation Standards

### Preamble

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

### DIVISION V EDUCATION PROGRAM 281 Chapter 12

**281-12.5(256) Education program.** The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

12.5(5) *High school program, grades 9-12.* In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5)"c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5)"i." Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.

i. *Vocational education-school districts (three units each in at least four of the six service areas)*. A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multi-occupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multi-occupations cannot be used in the same sequence. If a district elects to use multi-occupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281-subrule 46.7(10), paragraph "g."

(3) "Business and office education programs" prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communication; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.

## 281 Chapter 46

**281-46.1(258) Standards for vocational education.** Vocational education programs carried on under the provisions of Iowa Code chapter 258 shall be governed by and administered pursuant to the Acts of Congress accepted by chapter 258 and its provisions, duly-adopted rules of the federal agencies involved and the current federal-state contracts or plans approved pursuant to these statutes and rules.

**281-46.6(258) Revised standards for vocational education.** Vocational education programs under the provisions of Iowa Code chapter 258 shall be administered by the specific provisions of 281-subrule 12.5(4), as well as the other provisions set forth in 281-Chapter 12.

This rule is intended to implement Iowa Code section 256.11 and chapter 258.

**281-46.7(258) Definitions and descriptions of procedures.** The strategies for implementing the vocational education standards may be clarified by the following definition and descriptions of procedures which shall be utilized:

Vocational education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in nontraditional roles and minorities. Such term also includes applied technology education.

## **CHAPTER 258**

### **VOCATIONAL EDUCATION**

#### **258.9 Local advisory council.**

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

[C24, 27, 31, 35, 39, § 3845; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.9]  
86 Acts, ch. 1245, §1431

#### **258.10 Powers of district boards.**

1. The board of directors of a school district may carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry, and home economics, and pay the expense of such instruction in the same way as the expenses for other subjects in the public schools are paid.

2. The board of directors of a school district may establish and maintain school-to-work programs including alternative learning opportunities through which students may obtain skills or training outside the classroom. School-to-work programs include, but are not limited to, the following:

*a.* Short-term job shadowing opportunities for students to explore career interests by observing work at a workplace or to include a series of visits to various workplaces and time spent with individual workers to observe specific jobs.

*b.* Structured work experiences integrating school and work-based experiences in an internship that may be an extension of a job shadowing experience.

*c.* Mentoring experiences providing students with a formal relationship with a worksite role model who shares career insights and teaches students specific work-related skills.

*d.* Career-oriented work experiences tied to school lessons through formal or informal training agreements, formal learning plans or mentoring, by workplace personnel who may be paid or unpaid, and which may earn students credit toward graduation.

e. Structured on-the-job training or apprenticeships for students who are enrolled in a technical or professional program that leads to a high school diploma, advanced certificate of mastery, or associate degree.

f. Work experiences available to students in school and community placements directly supervised by a school district or community college staff member.

3. The board may provide workers' compensation coverage by insuring, or self-insuring as provided in section 87.4 , students participating in unpaid school-to-work programs. A school district's liability to students injured while participating in an unpaid school-to-work program is as provided in section 85.20.

[C24, 27, 31, 35, 39, § 3846; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.10]

97 Acts, ch. 37, §6



## 21<sup>st</sup> Century Skills

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21<sup>st</sup> century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21<sup>st</sup> Century Skills, the 21<sup>st</sup> century skills se “is the ticket to economic upward mobility in the new economy” (Gerwertz, 2007). Business and industry is providing a very clear message that students need the skills to “work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious.” (Gerwertz, 2007).

The Framework for 21<sup>st</sup> Century Learning stated, “We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21<sup>st</sup> century interdisciplinary themes into core subjects” (2007). 21<sup>st</sup> century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

*“The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school.”*

- Ray McNulty, ICLE

Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21<sup>st</sup> century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalizations of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21<sup>st</sup> century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21<sup>st</sup> century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21<sup>st</sup> century framework as:

1. employability skills
2. financial literacy
3. health literacy
4. technology literacy

Within this 21<sup>st</sup> century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills.

The development of the Iowa 21<sup>st</sup> century essential concepts and skills was a collaborative process engaging the expertise of p – 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21<sup>st</sup> Century Learning, from the Partnership for 21<sup>st</sup> Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of

these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21<sup>st</sup> century.

The reality of building capacity for the 21<sup>st</sup> century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "...if the complex questions of the future are to be determined ...by human beings...making one choice rather than another, we should educate youths – all of them – to join in the conversation about those choices and to influence that future..." (Meier, 2008)

**Primary Elementary Grades – Being Developed**

**Intermediate Elementary Grades – Being Developed**

**Middle School Level – Being Developed**

**High School**

Financial Literacy

- Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow
- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure
- Evaluate and identify appropriate risk management options, including types of insurance, non-insurance, and identity protection
- Assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long-term financial security with personal and entrepreneurial goals in a global market
- Understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior

Health Literacy

- Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health
- Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health
- Apply critical literacy/thinking skills related to personal, family and community wellness
- Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others
- Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society

Technology Literacy

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information

- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions
- Understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior
- Demonstrate a sound understanding of technology concepts, systems and operations

#### Employability

- Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work
- Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities
- Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals
- Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life
- Demonstrate productivity and accountability by meeting high expectations

## **Business Education Curriculum**

### **Statement of Philosophy**

Because of the rapid changes in society today as evidenced in technological advances, which influence business activity and personal living, business educators have an expanding leadership and planning role in education. Business education represents a broad and diverse discipline that is included in all types of educational delivery systems. It can begin at any level and be continued throughout the life span of an individual. Business education includes education for office occupations, distribution and marketing occupations, business teaching, business administration, and economic understanding. It is imperative, therefore, that business education be uniformly conceived, promoted, evaluated, and improved.

#### **WE BELIEVE THE MISSION OF BUSINESS EDUCATION IS:**

1. To educate individuals for and about business.
2. To provide a continuous program of planned learning experiences designed to equip individuals to effectively fulfill four roles:
  - A. To produce and to distribute goods and services as workers;
  - B. To use the results of production as consumers;
  - C. To make judicious socioeconomic decisions as citizens; and
  - D. To maintain his/her job.
3. To provide information that helps students relate their interests, needs, and abilities to occupational opportunities in business.
4. To provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledge and skills needed to function effectively in those careers; for example, to handle effectively both oral and written communications, develop effective interpersonal and human relations skills, and to effectively use technology in work relations.

**STANDARDS AND BENCHMARKS  
BUSINESS EDUCATION**

**STANDARD 1: Students will use business principles, procedures and skills**

**Benchmarks:**

1. Demonstrate basic business/financial information
2. Make choices keeping in mind consequences and benefits
3. Possess the knowledge and skill to manage business related issues and activities

**STANDARD 2: Students will utilize job keeping skills**

**Benchmarks:**

1. Develop communication, problem solving and decision making skills
2. Apply good work ethics

**STANDARD 3: Students will demonstrate occupational skills and knowledge**

**Benchmarks:**

1. Identify potential careers through personal interests and abilities.
2. Identify and develop skills to perform at an entry level position

**STANDARD 4: Students will demonstrate knowledge of how to create, access and utilize information through technology**

**Benchmarks:**

1. Effectively use technology to process and interpret information
2. Understand the use and application of available technology

## Business Education Scope and Sequence

| Benchmarks   | Business<br>Law | Accounting<br>One | Keyboarding<br>I (Explore) |
|--|-----------------|-------------------|----------------------------|
| <b>Standard 1: Students will use business principles, procedures and skills</b>  |                 |                   |                            |
| 1. Demonstrate basic business financial info.  | D               | D                 | I                          |
| 2. Make choices keeping in mind consequences and benefits  | M               | D                 | I                          |
| 3. Possess knowledge and skills to manage business related issues  | M               | D                 |                            |
| <b>Standard 2: Students will utilize job keeping skills</b>  |                 |                   |                            |
| 1. Develop communication, problem-solving and decision making skills   | I               | D                 | I                          |
| 2. Apply good work ethics  | I               | D                 | I                          |
| <b>Standard 3: Students will demonstrate occupational skills and knowledge</b>   |                 |                   |                            |
| 1. Identify potential careers through personal interests and abilities.  | D               | D                 | I                          |
| 2. Identify and develop skills to perform at an entry level position   | D               | D                 | I                          |
| <b>Standard 4: Students will demonstrate knowledge of how to create, access and utilize information through technology</b> |                 |                   |                            |
| 1. Effectively use technology to process and interpret information   | D               | D                 | I                          |
| 2. Understand the use and application of available technology  | D               | D                 | I                          |

I = Introduce

D = Develop

M = Master

# **COURSE OUTLINE**

## **BUSINESS LAW**

- UNIT 1           WHAT IS LAW?**  
Chapter 1       The Law and the Courts  
Chapter 2       Criminal Law  
Chapter 3       Tort Law
- UNIT 2           CONTRACT LAW**  
Chapter 4       What is a Contract?  
Chapter 5       Elements of a Contract  
Chapter 6       How Contracts Come to an End
- UNIT 3           CONSUMER LAW**  
Chapter 7       Consumer Law and Contracts  
Chapter 8       Personal Property  
Chapter 9       Renting or Owning a House
- UNIT 4           YOUR MONEY AND THE LAW**  
Chapter 10      Banking and Negotiable Instruments  
Chapter 11      Credit and Debt  
Chapter 12      Credit Protection and Bankruptcy
- UNIT 5           THE LAW AND THE WORKPLACE**  
Chapter 13      Agency and Employment  
Chapter 14      Agency Authority and Termination  
Chapter 15      Employment Law
- UNIT 6           STARTING A BUSINESS**  
Chapter 16      Forms of a Business  
Chapter 17      Operating a Corporation  
Chapter 18      Business and Regulations  
Chapter 19      Cyber law and E-Commerce
- UNIT 7           FAMILY LAW**  
Chapter 20      Marriage and Divorce  
Chapter 21      Insurance and Estate Planning